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ABSTRACT

Materials in this social studies curriculum guide are designed for use by Michigan primary grade teachers in conjunction with the publication "Essential Performance Objectives for Social Studies." Content is divided into three sections. (1) An introduction focuses on improving classroom dynamics; it includes a discussion of: social studies objectives, teacher responsibilities, teaching strategies, activity selection guidelines, and teachers' problems. (2) The bulk of the guide consists of over 60 illustrative lessons. Presented in chart format, each lesson details objectives, several activities, and resources. Topics covered include the family, laws, rules and responsibilities, emotions, values, cross-cultural comparisons, the community, sex roles, environment, and geography. (3) Extensive appendices include a glossary, evaluation procedures, several social studies program models, scope and sequence designs, outlines of skills and objectives, suggestions for writing curriculum guides, a sample statement of philosophy, and a statement of policy on controversial issues. (LP)

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ESSENTIAL PERFORMANCE OBJECTIVES

FOR

SOCIAL STUDIES: ILLUSTRATIVE LEARNING ACTIVITIES

(K - 3)

SO 015 337

MICHIGAN STATE BOARD OF EDUCATION

1983

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FOREWORD

This curriculum document, ESSENTIAL PERFORMANCE OBJECTIVES FOR SOCIAL STUDIES: ILLUSTRATIVE LEARNING ACTIVITIES (K - 3), is intended primarily for social studies teachers at the elementary level (K-3). It is to be used in conjunction with the Essential Performance Objectives for Social Studies (January, 1982, Michigan Department of Education). These learning activities, developed and written by social studies teachers, curriculum specialists, and representatives from institutions of higher education, highlight the fact that a number of different techniques and approaches, depending upon the grade level and developmental stage of particular students, can be used to implement the ESSENTIAL OBJECTIVES.

The illustrative learning activities are intended as a resource for teachers, who may use them as they are written, as a model for developing other appropriate learning activities, and as a means of developing sequential and logical social studies curriculum for their own schools.

These illustrative learning activities should:

a. Be used as resources for social studies teachers.

b. Help new teachers or teachers reassigned to teach social studies after years of teaching in other subject areas.

c. Help teachers in their efforts to develop within their existing programs significant activities appropriate for the ESSENTIAL OBJECTIVES.

d. Encourage social studies teachers to expand, to improvise, and to develop curriculum by providing stimulating and exciting activities.

e. Clarify for parents, board members, and others in the community the kinds of learning activities suitable in social studies classrooms.

Phillip E. Runkel
Superintendent of
Public Instruction

1983

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INTRODUCTION

Improving the Quality of Teaching and Learning in the Classroom

1. Purpose of Social Studies Education

In Michigan we are, according to the State Board of Education's approved Rationale for Social Studies Education, educating students for democratic citizenship.[1] There is a consensus among educators that students should be prepared to assume active roles as intelligent citizens and decision-makers in a free, just and democratic society. Therefore, instruction should be provided which enables students to become self-reliant and independent, to think and reason logically and sensibly, and to be able to make just and rational decisions. Students should be encouraged to achieve their finest potentialities. Furthermore, students should be developing insights with respect to the basic premises of our democratic society. They should, consequently, acquire those skills which will help them participate effectively in society as worthwhile citizens.

Concern is often expressed by the American public at the national, state and local levels that schools are not adequately preparing students to deal intelligently with the complexities of a modern and changing world. Too few of our students seem able to cope with personal and societal problems, and they assume either passive or nihilistic roles rather than active and responsible roles in society.

2. Major Responsibilities of Teachers

The major responsibilities of teachers include the task of providing positive learning experiences for students within their classrooms, of encouraging students to take advantage of learning opportunities beyond the classroom, and of performing effectively in their roles as teachers. Students, if they are well taught, will want to learn. Also, they will aspire to performing at their highest level of achievement. Learning is a continuous process which may occur consciously or it may occur unconsciously. Good learning experiences are those which enable students to acquire factual knowledge and to learn how to learn. In searching for meaning and understanding, students should be able to adapt to a continuously changing environment and to develop and/or acquire values appropriate for a democratic society. Opportunities should then be provided for students to apply what they have learned to ordinary and unique situations. Moreover, effective learning activities should help students identify acceptable patterns of relationships among people and to understand how attitudes, values, beliefs, ideas, and feelings affect their own behavior and how people relate to each other.

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[1] Essential Performance Objectives for Social Studies, Michigan Department of Education, 1982.

3. Approaches to Citizenship Education

At the elementary level, one approach to citizenship education requires that children verbalize the core values believed to be common to all Americans, and in so doing, experience a sense of identification with our society and the values presumed to be unique to our society.[2] For example, some who favor this approach believe that children should be taught that George Washington and Abraham Lincoln were outstanding statesmen of our country. They would be accepted by the children as heroes and emulated for their courage and achievements. Thus, children would identify with the shared traditions of our American society.

At the secondary level, another approach focuses on the study of persistent social, economic, and political problems in our society at the local, national and global levels.[3] Proponents of this approach contend that the problems studied should not only be current, but also relevant and significant and that students should regard them as important and worthwhile for consideration. An example of appropriate types of problems to study would include: poverty, education, representative government and crime. The major reason advanced for studying persistent problems is that, by so doing, students would develop an understanding and concern for those critical issues which affect their personal and societal freedoms. This approach, it is thought, would provide students with opportunities to develop skills for investigating and learning about the core values of our society and the larger global community.

Another approach emphasizes the importance of students acquiring decision-making skills. A citizen in our society is constantly confronted in his/her private life with questions such as: "How can I make a wise decision?" It is suggested, by those favoring this approach, that experiences should be provided which would enable students to become involved in activities which would help them develop critical thinking skills such as defining a problem, gathering and analyzing data, hypothesizing, evaluating the process and making wise decisions.

4. Present State of Affairs: Students, Teachers and Schools

Students of today are different than students prior to World War II, before the atomic bomb, television, and computers. They are confronted with innumerable problems such as changing family roles, divorced parents, separated families, drugs, unemployment, depression, inflation, and rising costs of education. Teachers, too, are faced with innumerable problems such as discipline, physical safety, job security, and conflicting opinions as to what should be taught.

As the Committee worked on this illustrative learning activities document, they recognized that too many schools in our society are confronted with problems such as declining enrollments, lack of community support, and a lack of creative and productive leadership.

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[2] Donald W. Oliver, "Educating Citizens for Responsible Individualism 1960-1980," Citizenship and a Free Society: Education for the Future, edited by Franklin Patterson (Washington, D.C.: National Council for the Social Studies, 1950), pp. 201-213.

[3] Ibid, p. 201-227.

4.1 Declining Enrollments and Back to the Basics Emphasis

Because of declining enrollments, schools are often closed in spite of community resistence. The high cost of utilities, maintenance, and personnel makes it prohibitive to continue offering programs in schools with limited student populations. The effect upon teachers is demoralizing. Often teachers are reassigned on the basis of "seniority" and feel ill-prepared and insecure in accepting teaching assignments in content areas they are inadequately prepared to teach. This results in strained relationships among staff members. In a few school districts, efforts are made to help prepare teachers for their new assignments. However, in many cases, the teachers too often rely heavily upon a single textbook, trying to keep one lesson ahead of the students.

At the elementary level, frequently, little instruction is provided in social studies and more time is allocated for instruction in reading and mathematics because of community pressure and/or competency level testing in only these two areas. The secondary teacher, possibly unaware of the major responsibility of social studies for the development of democratic citizenship or lacking expertise for providing instruction in an interesting and exciting manner for the students, assigns the reading of one chapter after another in a rather boring and unenthusiastic manner.

4.2 Disciplinary and Related Problems

Some parents and other members of the community may feel that the schools are not "properly educating" and disciplining students. Citizens, furthermore, may feel that teachers can and should do a better job of teaching. In such instances, they may regard schools as unsafe places for their children since teachers and administrators appear to be confronted with insurmountable disciplinary problems. Drugs, alcohol, knives, and even guns are a part of the culture of many schools. Racial tensions, gangs, habitual truancy, and sexual harassment are additional problems which confront schools. The community may feel that schools have failed since these problems exist.

According to some parents, if teachers and administrators were "dedicated" and committed to teaching children and young people, most of these problems could be eliminated. At the same time, some teachers may think that parents are uncooperative and do not assume their share of responsibility in disciplining their children. There is agreement in both groups, however, that children today are difficult to manage which may, in part, be due to changing cultural norms and values.

4.3 Lack of Preparation Time

Teaching is very demanding; it is not easy. Often, teachers are not given adequate preparation and planning time to develop and organize lessons which would insure optimum learning in the classroom. Elementary teachers have the responsibility for teaching not only social studies but classes in all content areas. Generally, their schedule includes less than one hour a day for preparation. During this limited amount of time, it is impossible to develop curriculum materials; plan lessons, work with students, meet with parents and other teachers; correct papers; and perform the myriad of tasks required.

Secondary teachers are confronted with some of the same problems plus additional ones such as not enough time for adequate planning and preparation for at least two or more different content courses.

4.4 Need for Inservice Education, and Resources and Support

Teachers must have time to plan thoroughly and participate in worthwhile inservice education programs if they are to help students learn and if they are to change classrooms into exciting learning environments. Teachers should be provided with basic and supplemental materials and human resources to aid them in doing their best for students. Also, teachers should utilize the home and the community environments within their instructional plans. Many types of resources may be used to create more effective classroom instruction. Only then will teachers not rely on a single textbook and avoid the use of teaching approaches which emphasize very insignificant learnings.

4.5 Need for Recognition and Support

Teachers should be recognized and supported for outstanding performances in the classroom. Many excellent teachers feel that no one really appreciates their efforts in the classroom which includes excessive demands on their time for additional planning and preparation.

4.6 Need for Creative and Productive Leadership

If teachers need help in improving their classroom behavior, the administration and community should provide the necessary programs for professional development. These programs should be planned and organized together with teachers and administrators in an atmosphere of mutual respect and commitment to the improvement of teaching.

The problems described above exist, they cannot be ignored. The Learning Activities Development Committee perceived that, in spite of the difficulties in the schools, some efforts can be made to improve the quality of teaching and learning. These illustrative learning activities have been developed to assist teachers in their efforts to provide high quality instruction. Successful instruction is most likely to occur in an environment which takes into consideration the reality of existing problems and difficulties described above.

5. Improving Social Studies Instruction

If social studies instruction is to improve within schools, teachers must select and use appropriate and effective teaching strategies and learning activities.

5.1 Teaching Strategies

Teaching strategies are generally procedures that teachers may use to help students achieve stated objectives. Learning activities, on the other hand, emphasize the role of students--what they do, how they do it, and why they do it.

John U. Michaelis, in the fifth edition of Social Studies for Children in a Democracy, presents a teaching strategy for comparing and contrasting.[4] The purpose of this strategy is to help students clarify what is to be compared, then to identify the similarities and differences, and finally to summarize the similarities and differences. The three components of this strategy are: procedures, focusing questions, and illustrative applications. The first procedure involves the clarification of what is to be compared, that is, identifying comparable features. The focusing questions may be: What did you see? What did you read? What features did you notice? An illustrative application of this strategy may be a study of the urban problems in two cities. The next procedure deals with identification of the similarities and differences. How are they alike? How are they different? The application may involve the continued study of urban problems in two cities. Which urban problems do both have? What special problems does each one have? The final procedure summarizes the similarities and differences, using focusing questions such as: What are the major likenesses? What are the major differences? Finally, in applying the information, the students can summarize how the two cities are similar and how they differ.

5.2 Learning Activities

Numerous learning activities have been developed for teacher use. Basically, learning experiences are designed to involve students in thinking about and using content. Making a map of Michigan, studying the various routes taken by the early pioneers who settled in Michigan, asking questions about life in Michigan during the early 1900's, taking a trip to Greenfield Village in Dearborn, writing a poem about the early pioneers in Michigan, watching a film about the economic growth of Michigan, participating in a play about Michigan, and many other comparable activities are examples of learning experiences.

Using a variety of learning activities can be one of the teacher's most effective tools in trying to combat learner apathy in the classroom. It appears that a unique or different approach to learning, at least temporarily, can create greater responsiveness on the part of the learners and they will generally react with more energy, enthusiasm and resourcefulness. Using different activities should be determined, however, not solely because of their novelty but because the activities will be exciting vehicles for the realization of teacher and learner goals.

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[4] John U. Michaelis, Social Studies for Children in a Democracy: Recent Trends and Developments (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1972), pp. 195-96.

5.3 Selection of Appropriate Learning Activities

There is no one way of teaching that will be effective for all students. Certain types of learning activities may work well with particular students and some learning activities may not work well. Teachers have different teaching styles and students have different learning styles. The decision to use particular learning activities is generally dependent upon the teacher's academic and professional backgrounds; their willingness to experiment in using different methodology, strategies and techniques; and their support from teaching colleagues, administrators, parents and others in the community. Also, the decision should be based upon the needs, interests, and abilities of the students and the instructional objectives to be satisfied. In determining which learning activities are most appropriate, these factors should be seriously considered in planning classroom experiences.

Most important, the learning activities included in this document should be extremely helpful to teachers and teams of teachers as they are planning social studies lessons for their particular classrooms. Some of these activities can be used as they are stated; others can be used with some modification. Teachers might develop additional activities, following the format used in this document.

5.4 Guidelines for Selecting Learning Activities

There are certain guidelines to follow in selecting appropriate and effective learning activities for students. It is important that the activities provide, in fact, an opportunity for the learners to practice the kind of behavior implied by the objectives. Furthermore, the learning experiences should be within the range of possibility for the students involved and appropriate to their interests, needs and capabilities. It should also be noted that there are a number of learning activities that can be used to attain the same instructional objectives and that the same learning activity may satisfy several instructional objectives.

6. Essential Performance Objectives for Social Studies

A number of teachers from various areas of Michigan, representing different grades, participated in the development of these illustrative or sample learning activities which are based upon the Essential Performance Objectives for Social Studies. The student learning objectives were divided into three classifications: attitudes, knowledge and skills.

6.1 Attitude Objectives

Attitude objectives are extremely important in social studies instruction. Such objectives are those associated with feelings, interests, beliefs, and values. Learners cannot be forced to accept a particular attitude and/or value. Only when learners have developed new insights, deeper understandings, and satisfaction in a given situation may there possibly occur changes in beliefs, attitudes and values. It is hoped that the attitude learning activities in this document will help students develop those insights, understandings, and satisfaction that lead to "just relations among people and institutions."

A commitment to core democratic values should be obvious in teachers' behaviors, the atmosphere in the classroom, and the social studies curricula. Social studies instruction cannot focus on attitudes and values in a vacuum. Students will learn to value love and justice to the degree that they are being loved and treated justly.

6.2 Knowledge Objectives

The knowledge objectives deal with the acquisition and understanding of information. It is, however, more than merely recalling or remembering facts. It is knowledge which helps learners develop understandings and insights. Students should have opportunities to apply what they have learned to new situations, synthesize information to form new and creative ideas, and to make judgments about the value of knowledge for a specific situation or purpose. The knowledge acquired should be functional and contribute to the development of significant and relevant understandings and insights, values, and skills which will foster good citizenship. Knowledge should not be valued as an end in itself. That is, information is important as a part of the total process involved in thinking and problem solving.

Teaching in the social studies should be concerned with instrucion which leads to a high degree of learner involvement in the learning process. Value conflicts are a recognized characteristic of our society; students should develop skills in coping with conflicts. The diversity of our people, in terms of origin and beliefs, has promoted competing political, economic, and social viewpoints. Diversities also exist because of age and sex. Conflicts and incompatibilities which arise should be exposed and opened to rational study and resolution.

6.3 Skill Objectives

The final classification of objectives deals with skills: gathering, analyzing, synthesizing, and presenting information skills; socialization skills, and decision making skills. To think, students should use their reasoning power not only to examine and interpret information, but also to analyze, organize, synthesize, and apply knowledge logically and creatively in a variety of settings. Young people need to be involved in problem solving situations.

7. Curriculum Development and Instructional Methodology

It is not intended that this set of learning activities will be sufficient by itself to bring about improved social studies education in Michigan schools. Curriculum directors, administrators, professional staff development directors, teachers and students will need to use these materials as a part of their own curriculum and instructional program development process. It will be necessary for local school districts to consider how to proceed in reviewing and revising their social studies program. This will include resolving questions related to developing and/or revising their district's K-12 philosophy for social studies education; reaching consensus as to scope and sequence matters; developing and/or updating curriculum guides; selection of instructional materials; inservice education needs of staff which focus on instructional improvement and implementation of the revised social studies program; and, evaluation of program which includes student assessment.

7.1 Scope and Sequence

In the Essential Performance Objectives for Social Studies, a scope and sequence program is suggested "as a reference point" for school districts involved in the development and improvement of their programs. (See Appendix C)

Research in learning has revealed findings which can contribute to more effective teaching and greater learning although sometimes the results of such research are ignored and set aside by teachers and curriculum designers. It does take thorough planning and courage on the part of teachers and curriculum planners to be selective as to what content to teach. Everything cannot be taught nor covered. Therefore, that which is selected should be significant and appropriate.

7.2 Spiral of Conceptual Development

There are some similarities between the sequence recommended for social studies education in Michigan (See Appendix C-1) and that which was formulated by the late Hilda Taba during the early 1960's as she worked with teachers in Contra Costa, California.[5] Taba's "spiral of concept development" stresses a scope and sequence program which includes concepts such as cultural change, cooperation, and interdependence as organizing elements or threads interwoven throughout the curriculum from the first grade level through the sixth grade level. Furthermore, these organizing elements are developed from the simple to the complex, from the general to the specific, and from the concrete to the abstract.

At the first level, "Family Members--Structure and Roles and Family," the concepts are developed at the simple, general and concrete levels as outlined by Jean Piaget in his theories on the growth and intellectual development of children. At the 6th grade level the same concepts are greatly elaborated -- much more complex, specific, and abstract -- than at the first five levels. Again, the social and intellectual maturation of the students should be seriously considered as learning activities and experiences are selected.

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[5] Hilda Taba and James L. Hills, Teacher Handbook for Contra Costa Social Studies: Grades 1-6 (San Francisco, California: San Francisco State College, 1965), pp. 1-28

7.3 Curriculum Guides

Curriculum guides, courses of study, lists of suggested topics, and/or textbooks generally determine units of work to be studied in social studies classrooms. Some experienced teachers develop and use curriculum guides for more effective teaching. A curriculum guide is more detailed and precise than a course of study. The content for study and the learning activities in the curriculum guide are presented in an orderly manner, for an in-depth study of relevant concepts and generalizations. The course of study is a general statement, approved by a board of education, which contains the philosophy of the school district, the education goals and instructional objectives, and the prescribed content to be taught (See Appendix F-1).

The curriculum guide is designed to help with the development of a total learning experience for students which extends over a semester or full year. Organized, careful thinking and planning is necessary for productive teaching and learning. The curriculum guide is actually a plan made up of a number of teaching units for class work. It should, furthermore, reflect recent developments and trends in social studies education such as the interdisciplinary approach, inquiry based instruction, presentation of a model for in-depth study, use of multi-media, use of simulation and role playing activities.

The major components of the curriculum guide are: content and the organization of that content; concepts and generalizations; attitude, knowledge and skills objectives; initiatory, developmental and culminating (evaluative) learning activities; and an annotated bibliography of resources for teachers and students. The "why" and "how" of teaching should be implicit in the guide. The components, as they are developed, should be interconnected and consistent with district and school goals and objectives, and the prescribed course of study.

In implementing the curriculum guide, teachers should present the learning process in understandable terms to the students. The students should constantly be aware of the educational goals and instructional objectives of the experiences, the "WHY" of what they are doing and the "HOW" they are accomplishing the goals and objectives. The learning experiences in the classroom should be congruent with well planned and organized goals and objectives, content, and concepts and generalizations.

The recommended scope and sequence for the State of Michigan and the essential objectives should be very helpful, along with the illustrative learning activities, in developing effective curriculum guides for classroom use.

7.4 Types of Questions and Questioning Techniques

An important aspect of inquiry based instruction related to the types of questions used by teachers. The effectiveness of these learning activities is dependent upon the thoroughness of planning and upon the quality and nature of the questions which are asked by the teachers and the students.

Questions asked to promote convergent thinking are different from those which promote divergent thinking. Divergent types of questions are those which emphasize the search for many possible solutions, thinking in different and novel directions, and the ability to go off in unique directions of thought. Divergent types of questions are those for which there is no single answer, whereas, in convergent questioning there is a short answer or yes/no response.

Questions may also encourage intuitive type thinking, that is, thinking which is based on guessing, making hunches, and even jumping to conclusions. Other types of questions can lead to inductive and deductive reasoning. To develop inductive thinking, students should have opportunities through questioning, to generalize from a series of specific data. Social studies generalizations may be developed effectively through inductive reasoning. Deductive thinking involves reasoning from a given set of premises to the specific or from general overall assertations to a logical conclusion.

An example of a question leading to convergent thinking is: "What are the provisions of the Social Security Act?" A question emphasizing divergent thinking is "What is the best way to finance public schools?" Students are encouraged to make inferences and generalizations; in regard to the divergent types of question and there are many possible answers to divergent questions.

Questions can be classified in a number of ways. Most of the classifications are based on Benjamin W. Bloom's Taxonomy of Educational Objectives: Handbook I, The Cognitive Domain.[6] The first and lowest level of the taxonomy is knowledge, then follows comprehension, application, analysis, synthesis, and the last and highest level, evaluation.

An example for each classification is:

1) •Knowledge: Who was the first governor of Michigan?

2) Comprehension: What were the effects of the Tennessee Valley Authority project on the economy of that area?

3) Application: What are some possible ways to diversify Michigan's economy?

4) Analysis: Why did Senator Joseph McCarthy of Wisconsin gain so much power during the beginning of the 1950's?

5) Synthesis: What are some of the reasons for economic problems during the 1980's?

6) Evaluation: Should compulsory school attendance be eliminated in the public schools?

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[6] Benjamin S. Bloom et al., eds., Taxonomy of Educational Objectives: Handbook I, The Cognitive Domain (New York: David McKay, 1956), pp. 201-207

Lower level questions or questions which ask students to recall information or to describe data are often overused in the classroom. The Michigan Essential Performance Objectives for Social Studies should help the teacher determine the kinds of questions to be asked by students and teachers. Higher level types of questions such as explanatory, synthesizing, judgmental, and open-ended ones should be used as often as possible by teachers.

Different types of questions are suited for different purposes, depending upon the stated objectives. Questions should involve students with various significant processes in reasoning, from the simple to the complex. Student questions and teacher questions, of course, should be based upon the goals and instructional objectives.

7.5 Inquiry Based Instruction

Inquiry based instruction is emphasized in many of the learning activities included in this document. It is recommended in current professional literature that inquiry based instruction should influence curriculum developers in determining how to present content within the classroom. Student involvement and interaction with the content are important aspects in inquiry based instruction. Content, however, should not be an end in itself. Students should be encouraged to use the same intellectual operations of thinking that they would use if they were involved in problem solving. The learners should be provided with opportunities to interact with the content for the purpose of acquiring meaningful knowledge, values, and skills. Since another characteristic of this strategy involves students finding out for themselves (discovery), the process is more time consuming in the classroom than the "telling" teaching technique which is better suited for "covering and sometimes burying larger amounts of content in shorter amounts of time."

Teaching students to think critically takes time. Of course, it takes less time to plan lessons which involve telling students that they are either right or wrong and then to present reasons for the correct answer. However, the latter type of teaching does not promote critical thinking, independence of thought, nor the development of significant insights by students. Moreover, classrooms under these circumstances become boring and uninteresting for students.

8. Basis of Democratic Citizenship

In summary, if students are to think freely and clearly about persistent problems, if they are to feel empathically and deeply about people who are denied human rights and equality of opportunity, and if they are to make wise and just decisions in social, political and economics areas, teachers need to provide instruction that is important, relevant, interesting, exciting and meaningful for students.

Grace Kachaturoff
University of Michigan-Dearborn

MAJOR STRANDS (GOALS) FOR SOCIAL STUDIES EDUCATION IN MICHIGAN

Attitudes

Develop an awareness and concern for the rights and well-being of others.

Develop a positive self-concept which includes respect for their own cultural background.

Develop an understanding of and respect for people belonging to cultures other than their own.

Develop a reasoned commitment to the principles and values which sustain a democracy.

Develop the attitudes necessary for effective participation in society and government.

Knowledge

Understand the rights and responsibilities of citizenship.

Understand the role and function of law.

Understand persistent global issues and the concept of interdependence.

Understand the concepts of culture and cultural pluralism.

Understand the history and present state of their own and other cultures.

Understand economics and economic systems.

Understand how to be an effective producer and consumer.

Understand people and the environment, regions and the spatial organization of society.

Understand the role, purpose, structure and function of government and the political process.

Understand the organization of human societies.

Understand the relationships between individuals and groups.

Skills

Gather, analyze, evaluate, synthesize and present information.

Develop the social skills necessary for effective participation in society.

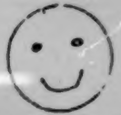
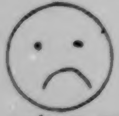
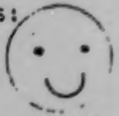
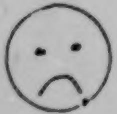
Develop decision-making skills.

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 X 4-6 ___ 7-9 ___ Type of Objective: Attitude X Knowledge ___ Skills ___ STRAND: 1. Develop awareness and concern for the rights and well-being of others. OBJECTIVE: a. Show concern for well-being and dignity of others.	Ask students to share stories about grandparents, neighbors and elderly people that they enjoy. Write a list of things that students do with these older people on the chalkboard. Discuss why activities are pleasurable or what they like about the older person. (K-1) Write a group letter (similiar to an experience story). Recopy on a ditto and help students send the letter to someone. (2-3) Help each student write a letter to his or her favorite grown-up. Mail letters and include school address. Ask for a response to the letters. Have students share their responses with the class.	

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 X 4-6 ___ 7-9 ___ Type of Objective: Attitude X Knowledge ___ Skills ___ STRAND: 2. Develop a positive self-concept which include an awareness of one's own values and a respect for one's own ethnic background and culture as forces influencing one's self-concept. OBJECTIVE: a. Identify activities of personal value.	1. Each student brings to class something in which he/she is especially interested. 2. Students show and explain to classmates the hobby or interest in terms of: How I became interested in ____________. What tools and materials are needed? This could lead to what specific careers?	Personal Hobbies

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 X 4-6 ____ 7-9 ____ Type of Objective: Attitude X Knowledge ____ Skills ____ STRAND: 2. Develop a positive self-concept which includes an awareness of one's own ethnic background and culture as forces influencing one's self-concept. OBJECTIVE: d. Differentiate between right/wrong, true/false, and fair/unfair.	With students, discuss the difference between a "rule" and a "law." (A law is officially enacted by a governing body) Have students list, as a class, rules of the school and/or classroom. Discuss whether rules are "fair" or "unfair" in terms of pre-determined definitions for "fair" and "unfair." List responses on retrieval chart, chalkboard, or chart paper.	

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 X 4-6 ___ 7-9 ___ Type of Objective: Attitude X Knowledge ___ Skills ___ STRAND: 3. Develop an appreciation of the values, ethnic backgrounds, and cultures of others. OBJECTIVE: a. Give examples of things which people value.	Introduce this activity by telling the following story: "There is a new island that is very beautiful. The families living in ___(your city)___ have been chosen to move there. Each family will have a small house, but nothing else. Every person can bring only FIVE things with them. For example, you might choose a pair of rubber boots, television set, a saw for cutting fire wood, and so on. The students may work alone or in groups, but each student should have a list of FIVE things that he or she would bring to the island. Kindergartners and first graders can draw pictures of what they would like to take to the island. Questions for discussion after the "creative thinking" time. 1. What five things would you bring? (Brainstorm, using the chalkboard to make a list of the various selections.) 2. If we say that these objects we've listed and talked about are of VALUE to you, what does the word VALUE mean? 3. What do you think your mother, father, brother, or sister might bring along on this trip to a new home? 4. Would someone else's list be different from yours? Why do you think so? 5. What can we say about the word VALUES? A second way of approaching this topic. "A familiar way of getting to know your values is to make a list of the things you can do without. Try making such a list for yourself, your family, your classroom, your school, or your community." HAPPY BIRTHDAY TO U.S. p.39.	HAPPY BIRTHDAY TO U.S. by Murray and Roberta Suid. Addison Wesley Publishing Company.

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 X 4-6 ___ 7-9 ___ Type of Objective: Attitude X Knowledge ___ Skills ___ STRAND: 3. Develop an appreciation of the values, ethnic backgrounds, and cultures of others. OBJECTIVE: c. Identify ways of avoiding behaviors which alienate others.	1. On a chalkboard draw two faces, one smiling and the other frowning.  "This makes me happy."  "This makes me sad." 2. Have students respond with examples of experiences that have happened to them that have made them happy, then experiences that have made them sad. Examples:  Being included in a game.  Having someone call you a funny name. 3. After the listing is made, have the students discuss what could be done to remove the list on the "sad side".	Children's stories Children's magazines

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 X 4-6 __ 7-9 __ Type of Objective: Attitude X Knowledge __ Skills __ STRAND: 3. Develop an appreciation of the values, ethnic backgrounds, and cultures of others. OBJECTIVE: d. Recognize commonalities and differences among beliefs, values and behaviors of other persons and groups.	Plan a walking tour in the immediate school community. Arrange with parents visits to two or three of the student homes during the walking tour. Later, discussion should focus on the different kinds of housing; family size and membership; churches, temples, mosques; different kinds of room arrangements in a home and other observations. Point out the commonalities and differences during the discussion with the students. Students can compare shop buildings, religious architecture, school buildings, and other structures in the community. They can make drawings of community building and also collect pictures of various kinds of buildings.	Magazines Books

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 X 4-6 ___ 7-9 ___ Type of Objective: Attitude X Knowledge ___ Skills ___ STRAND: 3. Develop an appreciation of the values, ethnic backgrounds, and cultures of others. OBJECTIVE: f. Show respect for the dignity and worth of others including those who belong to a different cultural, racial, or ethnic group than one's own.	1. Host a cultural exchange day. 2. Invite students to your school from one of the neighboring ethnic communities. 3. Prepare a "mini" ethnic festival with foods, clothing, decorations, artifacts, informative displays, and activities which are representative of the cultural backgrounds of students in the class. 4. On another occasion, visit the school of your guests where they may prepare a "mini" ethnic festival for your class which would also include foods, clothing, decorations, artifacts, informative displays, and activities which are representative of their cultural backgrounds. 5. Discussion: Why do women (Arab) cover their hair with a scarf? Why do the Chinese eat so much rice?	Library Grandparents, parents Museums Magazines

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 x 4-6 ______ 7-9 ______ Type of Objective: Attitude x Knowledge ______ Skills ______ STRAND: 4. Develop a reasoned commitment to the principles and values which sustain a democracy. OBJECTIVE: a. Accept the rights and responsibilities of classroom citizenship.	Have the students discuss the sharing of a desired resource, such as drinking water by asking two questions: "Let's pretend we are all thirsty for a drink of water, how shall we decide who may drink first, second, third, and so on until we have all had a drink?. "We want to be as fair as we can be, so who chooses who may drink first?" Have the students discuss the problem until a plan acceptable to the pupils and the teacher is made. Try the plan and have the students discuss how they felt about the way it worked. Once the students understand concepts of fairness, rights, and responsibilities in terms of everyday living, the teacher can use that foundation to teach the students acceptable procedures in a variety of settings, and circumstances that involve sharing, rights, responsibilities and ownership. Have the students discuss how they feel after each successful sharing activity. Tell the students how positive you feel about them and their behavior. The attention and reward given the desired behavior by the teacher and the students should result in a more positive student attitude toward rights and responsibilities.	

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 __x__ 4-6 ____ 7-9 ____ Type of Objective: Attitude __x__ Knowledge____ Skills ____ STRAND: 4. Develop a reasoned commitment to the principles and values which sustain a democracy. OBJECTIVE: b. Participate in the making of rules for classroom and school.	Have the students think about behaviors that are good for everyone. Ask questions such as "What is a good thing for each of us to do when we first get to school?." What are some good things to do when we first get to the classroom? "What are some good things to do once we are in our seats?" Make a list of the students' responses, add some of your own if you feel important behaviors have been omitted. Have the students talk about each behavior and why it is good. Make a chart that includes the behaviors you and the students feel are important as well as good. Call these your class rules for good behavior. Offer to share the list with others to form school rules.	

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 x 4-6 ____ 7-9 ____ Type of Objective: Attitude x Knowledge ____ Skills ____ STRAND: 4. Develop a reasoned commitment to the principles and values which sustain a democracy. OBJECTIVE: c. Respect the right of all to present different points of view in the classroom.	Present several different kinds of fruit to the class. Ask the students to raise their hands if they like each kind of fruit as you point to it and call it by name. Next have students name their favorite fruit. Then lead a discussion on preference to develop the concept that it is good that we have different preferences so that we don't all want the same things. After several exposures to this activity using vegetables and desserts to disclose differences in preference that are good, a bridge of understanding can be built to accept the right of some one to present a different point of view.	

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 X 4-6 ___ 7-9 ___ Type of Objective: Attitude X Knowledge ___ Skills ___ STRAND: 5. Develop the attitudes necessary for participation in society and government both as an individual and as a member of a group. OBJECTIVE: a. Identify responsibilities people have to their communities.	Have each student observe litter in a specific setting over a period of time and report to the class. Discuss how and why litter described occurs, and the time and cost of removing it. Ask groups of students to suggest ways to encourage individuals to prevent litter, concentrating on the school and home.	"There Lived a Wicked Dragon", environmental coloring book by U.S. Environmental Protection Agency, 40¢ from Supt. of Documents, U.S. Govt. Printing Office. (S,T) Penny Power, periodical published by Consumer Reports, $9.00/yr. (S,T) "The Processing and Recovery of Jon Thomas -- Cool Cat", pamphlet by U.S. Environmental Protection Agency, 55¢ from Supt. of Documents, U.S. Govt. Printing Office. (S,T) Master Curriculum Guide, Part II: Strategies for Teaching Economics, Primary level (Grades 1-3), $6.00 from Joint Council on Economic Education. (T)

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 X 4-6 ___ 7-9 ___ Type of Objective: Attitude X Knowledge ___ Skills ___ STRAND: 5. Develop the attitudes necessary for participation in society and government both as an individual and as a member of a group. OBJECTIVE: c. Participate in the making of rules for the classroom.	Ask students to name a routine practice of their households which helps get essential work done (e.g., cleaning, laundry, shopping routines, lessons and activities schedules). In general discussion of the different ways families manage their errands and chores, help sutdents recognize the value of reasonable systems and procedures by saving time and reducing "hassle". Have groups of students suggest rules and procedures for the classroom which would reduce the time required for regular tasks. Develop a plan with the class in which qualifications for leaders are spelled out and students will be elected to assume responsibilities as appropriate.	Family Values, filmstrip, cassette and game from Scholastic Magazine and Book Service (S,T). How to Turn Up into Down into Up, by Louise Armstrong -- Book from Voyager Books, $1.95 (S). Penny Power, periodical published by Consumer Reports, $9.00/yr. (S,T). Master Curriculum Guide, Part II: Strategies for Teaching Economics, Primary Level (Grades 1-3), $6.00 from the Joint Council on Economic Education (T).

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 X 4-6 ___ 7-9 ___ Type of Objective: Attitude X Knowledge ___ Skills ___ STRAND: 5. Develop the attitudes necessary for participation in society and government both as an individual and as a member of a group. OBJECTIVE: d. Identify inequities and/or injustices in classroom or peer-group activities.	Present an individually prepared case study illustrating inconsiderate, inequitable behavior by children of same ages as students, e.g., taking turns, waiting in line in cafeteria, rudeness, cruel remarks, vandalism. Design a survey form with the class for recording observed negative behavior by school children over a set period of time. Following reports of observations, have students discuss their ideas of why the negative behavior occurs and how to improve student behavior. Prepare a school bulletin board featuring the positive suggestions.	Our Society, filmstrips and cassettes from Westinghouse Learning Corp. (S,T). Ideas about Choosing by John Maher and Stowell Symmes, book from Franklin Watts, Inc. (S). Elementary Economist, periodical from National Center of Economic Education for Children (T). Penny Power, periodical published by Consumer Reports, $9.00/yr. (S,T).

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 X 4-6 ______ 7-9 ______ Type of Objective: Attitude ______ Knowledge X Skills ______ STRAND: 1. Understand the rights and responsibilities of democratic citizenship. OBJECTIVE: b. Understand situations in which rights have been denied individuals within the classroom.	From chalkboard, poster board, or chart paper, students would discuss and review the following information: -a right -- something that is due a person. -a responsibility -- a duty: something a person ought to do. -a right and a responsibility go together. Students would then list examples of rights and their accompanying responsibilities. Students could develop skits about situations concerning rights' violations. Example: A group of boys want to play baseball on the playground. A group of larger boys object because they were there first. -Do they both have rights to the playground? -How may the problem be solved? Who decides?	The Declaration of the Rights of the Child and the Child's Declaration of Rights and Responsibilities, developed by Marion Edman, Professor Emeritus, College of Education, Wayne State University; Edited by Lillian Genser, Director, Center for Peace and Conflict Studies Letters to Editor (newspaper) Classroom Rules

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 X 4-6 ___ 7-9 ___ Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 1. Understand the rights and responsibilities of democratic citizenship. OBJECTIVE: c. Understand that an individual's rights may conflict with those of another individual or with the general welfare.	Have students list rights and accompanying responsibilities of family members, class members, school staff, etc. RIGHTS RESPONSIBILITIES Have students illustrate/and discuss selected incidents depicting what might/could happen when rights are misused.	Conflict Situations: -Pictures -Newspaper accounts

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 x 4-6 _____ 7-9 _____ Type of Objective: Attitude _____ Knowledge x Skills _____ STRAND: 1. Understands the rights and responsibilities of democratic citizenship. OBJECTIVE: d. Understand the differences between stated rules and actual practices in family, school, and peer-group activities.	Have the students identify times and ways that one or more of the classroom rules have been broken. Point out to them that rules such as, "Everyone must raise his/her hand before speaking," is fine for a large group in the classroom but it is not necessary at home or in peer-group activities. Help them to understand that rules made for one situation may not be suitable in another situation.	

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 X 4-6 ____ 7-9 ____ Type of Objective: Attitude ____ Knowledge X Skills ____ STRAND: 2. Understand the role and function of law in a democracy. OBJECTIVE: a. Understand the purposes of rules in the classroom and games.	1. Set up a table with blocks in the center of the room. Allow one child to go to the table to begin building a house. After a few minutes, let others go to the table and join. This activity should point out that as long as there was only one person at the table, there was no conflict. When other people came to play with the blocks, however, rules were needed to ensure fair treatment for all persons. 2. Discuss with students other classroom and/or game rules. Have them give reasons why rules are needed. Situations involving conflict will naturally arise during playtime, recess or as students get ready for lunch. Teachers can discuss the need for rules in these "everyday" situations. In addition, this would be an appropriate time to discuss with students various levels of rules. When children are playing, for example, students may have individual rules: "I've put this part together and I don't want anyone to touch it." The teacher may have rules which have higher authority, for example: "It's important that everyone has a chance to play with this equipment." Teachers can also guide students into developing their own classroom rules. It would also be the partial responsibility of students to monitor enforcement of their rules.	

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES

Level:
K-3 X
4-6 ____
7-9 ____

Type of Objective:
Attitude ____
Knowledge X
Skills ____

STRAND:

2. Understand the role and function of law in a democracy.

OBJECTIVE:

b. Understand how rules are made.

1. Ask students to think about and then share a school rule.
   - a. Walk in school halls.
   - b. Take turns on the swings.
   - c. Put toys back on the shelf after playtime.

2. Through guided discussion help students to understand:
   - a. Why there is a rule.
     Answers - Safety, fairness, a need for order to find things.
   - b. How that rule came into being.
     Answers - Several children fell and were injured in the hall.
     The teachers were concerned, went to the principal with the problem and a new rule was made.

3. Identify for students the following steps. This will set the stage for later learning of more formal methods of change.

Problem	Discussion	Alternatives
Children injured in the halls.	What can be done?	-Keep kids out of halls. -Tell kids to be careful. -Make kids walk.

Rules	Enforcement
Make kids walk.	Principal, teachers, other kids.

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 X 4-6 ____ 7-9 ____ Type of Objective: Attitude ____ Knowledge X Skills ____ STRAND: 2. Understand the role and function of law in a democracy. OBJECTIVE: c. Understand how rules can be changed.	1. Identify a possible school rule for students. Rule: All students must go out at recess. 2. Discuss possible reasons for the rule. - need fresh air - need exercise - need chance to make noise 3. Ask students to think about the rule under the following conditions: a. rain b. thunderstorms c. blowing snow storm 4. Encourage students to discover and recommend a rule change about recess. 5. Let students try to come up with examples of rules that might need changes. 6. Discuss the way changes in conditions may bring about exceptions to rules.	

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 X 4-6 ___ 7-9 ___ Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 3. Understand persistent global issues. OBJECTIVE: a. Identify environmental and ecological problems within the community.	1. Have students bring to school photographs and/or pictures from newspapers and magazines which show how the natural environment is beneficial and helpful to people who live in a community (e.g., parks for recreational purposes, lakes and rivers for recreation and supplying water, various types of plants for food, shelter, fuel and aesthetic purposes). 2. Prepare with children a language experience chart that lists ways people within a community sometimes abuse the environment. 3. Prepare together with children a bulletin board for displaying the pictures/photos or lists of ways in which the environment is abused and some rules people should follow to protect the environment.	Save The Earth, Betty Miles Knopf, 1974 "Our Land Needs Your Help" BARR Films, 1970 13 minutes, P

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 X 4-6 ___ 7-9 ___ Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 3. Understand persistent global issues. OBJECTIVE: b. Identify some persistent social problems within the community.	The teacher might: 1) use pictures from local newspapers to help students develop some understanding in regard to social problems which are characteristic of many communities (e.g., breaking of rules/laws (crime), poverty, hunger, employment, disease). Pictures and discussion appropriate for grades K-3 can be used to help students understand how communities try to cope with these types of problems. The class can participate in community service projects such as food collection for the needy, contributions to Red Cross and such.	

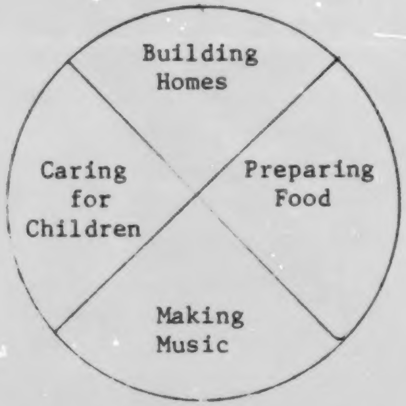
OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 X 4-6 ___ 7-9 ___ Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 3. Understand persistent global issues. OBJECTIVE: c. Identify local natural resources used to meet needs and developing problems of community.	The teacher together with students can prepare a collage or bulletin board which depicts natural resources which are found in either their immediate community or their region of the state (e.g., water, trees, fruits/vegetables, soil for planting/farming, minerals). Also, included in the display could be a diagram, chart or description of how the various resources are used by the people in the community. (e.g., lakes for recreation, fishing, transportation and water supply; trees for houses, fuel, shade and beauty in parks.)	

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 X 4-6 __ 7-9 __ Type of Objective: Attitude __ Knowledge X Skills __ STRAND: 3. Understand persistent global issues. OBJECTIVE: d. Identify community problems related to energy needs.	1. Have students prepare folders or scrapbooks which include pictures from newspapers and magazines that show how people depend on resources such as the sun, gas, wood, coal and water to heat and cool our homes; provide transportation; and, run motors and machines in homes, businesses and factories. 2. Prepare with children a listing with illustrations of some of the problems in the community which may be related to energy needs (e.g., people who must receive welfare assistance or aid from charity groups during winter months because they cannot afford to pay high gas and/or electric costs; higher costs for heating public buildings such as schools because in some communities fuel which is used is not readily available in the immediate area but must be shipped from afar; cost of food from supermarkets and stores is related to costs for refrigeration). 3. Have students consider possible reasons for conserving energy (e.g., cheaper fuel costs could enable one to have more money to spend in other ways; non-renewable sources of energy would last longer). 4. Consider with students how they might save energy and how energy is being saved in their school.	Free materials from sources listed in teacher magazines Resource from local power company

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 X 4-6 ___ 7-9 ___ Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 3. Understand persistent global issues. OBJECTIVE: e. Understand some of the basic needs common to all people within the community such as food, shelter, and clothing.	Use a bulletin board to display pictures showing homes, clothing, and food in different types of neighborhoods and communities. Include homes of different types of cultural/ethnic groups. Do not ignore different types of groups within the United States (e.g., Blacks, Hispanics, Asian Americans, Arabic). Have students discuss what they see in the pictures. Be sure to help students note similarities as well as differences in regard to types of food, shelter and clothing.	Pictures

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 X 4-6 ___ 7-9 ___ Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 4. Understand diverse human cultures, customs, beliefs and value systems. OBJECTIVE: a. Understand that people everywhere have the same basic needs, but the manner in which they meet these needs differs according to their culture.	1. On a bulletin board, display pictures of different types of homes. Examples: apartment, forest home, stone home, igloos, pueblos, river home, tree home, houseboat, sod house, mobile home. 2. What are some of the reasons why you think people build different kinds of homes? Discuss climate, weather, water level, and other factors influencing style of home building. 3. What are the different ways people provide their need for food? for clothing? for shelter?	

<table>
<tr><th>OBJECTIVE</th><th>ILLUSTRATIVE LEARNING ACTIVITY</th><th>RESOURCES</th></tr>
<tr>
<td>Level:
K-3 X
4-6 ___
7-9 ___
Type of Objective:
Attitude ___
Knowledge X
Skills ___
STRAND:
4. Understand diverse human culture, customs, beliefs and value systems.
OBJECTIVE:
b. Understand that customs and habits differ from one group to another.</td>
<td>1. Construct the following chart on a bulletin board:
<table>
<tr><th></th><th>Rural Community</th><th>Community Near Rivers or Lakes</th><th>Communities In Cities</th></tr>
<tr><td>FOOD</td><td></td><td></td><td></td></tr>
<tr><td>CLOTHING</td><td></td><td></td><td></td></tr>
<tr><td>SHELTER</td><td></td><td></td><td></td></tr>
<tr><td>LANGUAGE(S)</td><td></td><td></td><td></td></tr>
<tr><td>HOLIDAYS</td><td></td><td></td><td></td></tr>
</table>
2. Ask the students to bring in pictures, photographs, and other materials that illustrate food, clothing and shelter used by people in different types of communities.
3. Display pictures, photographs and illustrations on bulletin board.
4. Chart may also be constructed to emphasize regional areas such as southeast, southwest, northwest, and northeast of the United States.</td>
<td>Newspapers
Magazines
Photo Albums
Travel Brochures</td>
</tr>
</table>

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 X 4-6 ___ 7-9 ___ Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 4. Understand diverse human cultures, customs, beliefs and value systems. OBJECTIVE: c. Understand that despite cultural differences, people everywhere have similar basic motivations and desires.	1. Display a circle chart on the bulletin board as shown  Building Homes Caring for Children Preparing Food Making Music 2. Ask the students to bring pictures, photographs and illustrations which will fit into the categories listed on the culture wheel. The pictures should represent activities being performed in different types of groups. 3. Display the pictures on the wheel. 4. Discuss the similaries between the pictures in each of the categories.	Magazines Books Photographs Parents and Grandparents

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 X 4-6 ___ 7-9 ___ Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 4. Understand diverse human cultures, customs, beliefs and value systems. OBJECTIVE: d. Understand that within a community, there may exist one or several cultural groups.	At least once a month plan to invite several parents and/or grandparents representing a particular ethnic or racial group to the classroom. They may tell the students about their ethnic heritage, show a film or slides, and answer any questions the students may have. They may also demonstrate how to prepare ethnic foods for the students. They may teach the students an ethnic dance, game or song. Sharing can be a learning situation.	Grandparents Parents

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 X 4-6 ____ 7-9 ____ Type of Objective: Attitude ____ Knowledge X Skills ____ STRAND: 4. Understand diverse human cultures, customs, beliefs and value systems. OBJECTIVE: e. Understand that within a community there are different ethnic, racial, and religious groups.	Plan a walking trip of the immediate school community. Prepare a map, diorama, or bulletin board of the community showing the following: a. religious buildings b. ethnic restaurants c. ethnic centers d. stores and shops e. other community and private buildings. Make arrangements to visit several of the buildings and/or places to become better acquainted with the resources in the neighborhood. What is a bank? What services does a clinic offer? What does a cleaners do? Students can draw pictures of the community.	

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 X 4-6 ___ 7-9 ___ Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 4. Understand diverse human cultures, customs, beliefs and value systems. OBJECTIVE: f. Recognize the importance of being objective and fair in regard to cultural, racial and ethnic groups other than one's as well as one's own.	1. Study a unit about a culture which is different from their own such as an Indian or Eskimo. 2. Compare the similarities between the groups studied. 3. Discuss the effects of environment, climate and natural resources on the behavior of people. 4. Have the children divide into small groups and practice role-playing various characters in the groups being studied. 5. Have children imagine how they might behave towards a new student in class that might be different in terms of race, culture, ethnic background. 6. Consider with the students how sometimes people behave unfairly towards others who are different, some reasons for such behavior and how one should behave towards others regardless of whether they are different or not.	textbooks, library books, magazines maps, globe, pictures, charts stories that the teacher creates

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 X 4-6 ___ 7-9 ___ Type of Objectives: Attitude Knowledge X Skills ___ STRAND: 5. Understand the history and present state of own and other cultures. OBJECTIVE: a. Know some basic historical facts related to the development of the United States.	After clarification of term, "transportation," as a method of getting from one place to another, show students films, filmstrips, selected pictures or have them read trade books dealing with the development of transportation. Assist students in listing the different methods (historical and contemporary) of transporting: -by foot (walking) -by car -by boat -by train -by plane -by horse -by sleigh -by covered wagon -by carriage Have them illustrate one or two way of "transporting." Make a class book of the illustration.	Any general film or filmstrips Selected pictures Media Filmstrips Field Trip: Henry Ford Museum Library Detroit Historical Museum Greyhound Bus Terminal Train Station Historical Museum

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 X 4-6 ____ 7-9 ____ Type of Objective: Attitude ____ Knowledge X Skills ____ STRAND: 5. Understand the history and present state of own and other cultures OBJECTIVE: b. Understand terms such as town, city, urban, rural, suburban.	Show filmstrips or present pictures of urban, rural, and suburban areas. Have student list characteristics about each environment. Lead students to observe that population and services are main differences. Discuss definitions, have students identify terms which relate to where they live. Students can develop mural of what they observe.	Film Filmstrips Pictures from magazines Field Trips: Historical Museum Greenfield Village Planned trip to an urban area, suburban area, and/or rural area.

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 X 4-6 7-9 Type of Objective: Attitude Knowledge X Skills STRAND: 5. Understand the history and present state of own and other cultures OBJECTIVE: c. Understand the impact of technology on family and the community.	With students, discuss definition of "tool." Present chart similar to one below: Name of Tool — Use wagon can opener comb pencil hammer washing machine television Have students suggest or bring in picture of other tools that impact on family life or community. "What tools do we have in our classroom? Toys can be tools--show and tell Design a tool to do something you dislike doing. Make a tool from raw materials. "What kinds of tool may a "stone" be? Students can bring in toys for show and tell--ironing board, iron, rub board, toy mechanical tools.	Dictionary Magazines Newspapers Display of tools Resource people from community: carpenter-can bring and explain his Tools. Greenfield Village Afro-American Museum

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 X 4-6 ___ 7-9 ___ Type of Objectives: Attitude ___ Knowledge X Skills ___ STRAND: 5. Understand the history and present state of own and other cultures. OBJECTIVE: d. Identify traditional and non-traditional female and male roles.	Elicit names of "job roles" from students, i.e., -police officer -lawyer -dentist -doctor -nurse -teacher, etc. List them in the proper column according to student wish. Male Female Identify whether roles are traditionally male or female and whether change has taken place if the roles are interchangeable. Eliminate "sexist lines" in classroom.	Pictures from magazines How Do You Tell A Mommy from a Daddy. Resource people in non-traditional roles.

<table>
<tr><th>OBJECTIVE</th><th>ILLUSTRATIVE LEARNING ACTIVITY</th><th>RESOURCES</th></tr>
<tr>
<td>Level:
K-3 X
4-6 ____
7-9 ____

Type of Objective:
Attitude ____
Knowledge X
Skills ____

STRAND:

5. Understand the history and present state of own and other cultures.

OBJECTIVE:

e. Understand that not all families are alike in structure.</td>
<td>Have students draw pictures of their families. Have family members labeled, i.e.,

-mother
-father
-brother
-sister

Students will share pictures and narration of pictures with class.

Information about families should be entered on retrieval chart:
<table><tr><th>Number in Family</th><th>Family Members</th></tr><tr><td>3</td><td>mother, father, son</td></tr><tr><td>3</td><td>father, son, daughter</td></tr></table>Note differences in family structures.

Create a "ME" board. Different student is featured each week. Students interview featured student at end of week.

Make a family tree.</td>
<td>Family Feelings (filmstrip)
Learning Corporation of America.

Families are Different and Alike (slides)
Coronet

All About Me</td>
</tr>
</table>

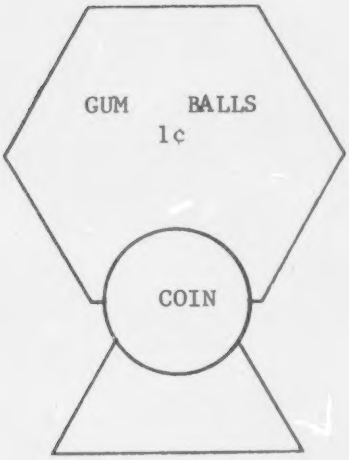
OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 X 4-6 ____ 7-9 ____ Type of Objective: Attitude ____ Knowledge X Skills ____ STRAND: 5. Understand the history and present state of own and other cultures. OBJECTIVE: f. Identify occupations, careers, community helpers.	CAREERS 1. Ask students to cut out or draw pictures of: -a bank -a supermarket -a department store -a post office -a fire station -a school -a hospital -some other place of work 2. Make group charts such as: School Hospital Bank Fire Station Super Market Post Office 3. Under each picture, have students list workers that are found in that building. 4. Field trip within community.	Magazines Newspapers Resource People Assemblies Filmstrips Field Trips

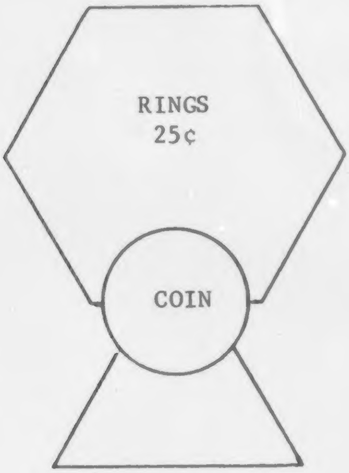
OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 X 4-6 ____ 7-9 ____ Type of Objective: Attitude ____ Knowledge X Skills ____ STRAND: 5. Understand the history and present state of own and other cultures. OBJECTIVES: g. Give examples of change in communities.	Have students read, view television programs, and/or use other reference materials that depict life during pioneer days or earlier years. List and discuss family member roles: PAST FAMILY ROLES PRESENT FAMILY ROLES Have students role play roles for class reaction. The students can create a class collage--"Then and Now". The students can plan a pioneer day--dress accordingly and role play.	Pioneer Living: Education and Recreation, Coronet Films, Inc. Field trip: Museums

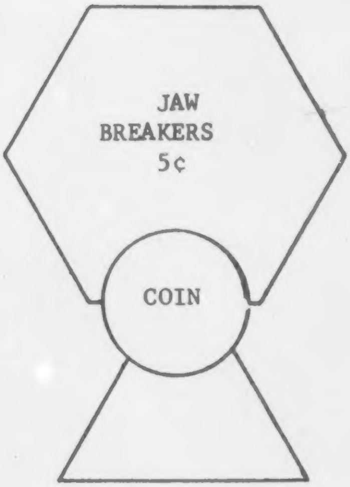
OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K - 3 X 4 - 6 ___ 7 - 9 ___ Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 6. Understand economics and economic systems. OBJECTIVE: a. Understand factors that influence economic behavior.	Have students bring two pictures to class. One picture should show something the family needs and one picture something the family wants. Put on chalkboard, "Things Our Families Want" and "Things Our Families Need." Have each student, one at a time, bring up two pictures and tell the class what heading each picture would go under. Stress that all people have certain basic needs: food, air, clothing, water, and shelter. Discuss the concept that needs and wants differ and that most people "want" more than they can obtain. Also, discuss that "needs" must be filled first (before wants).	Newspapers Magazines Master Curriculum Guide, Part I: Basic Economic Concepts $3.50 from the Joint Council on Economic Education (T) Master Curriculum Guide, Part II: Strategies for Teaching Economics, Grades 1 - 3 $6.00 from the Joint Council on Economic Education (T)

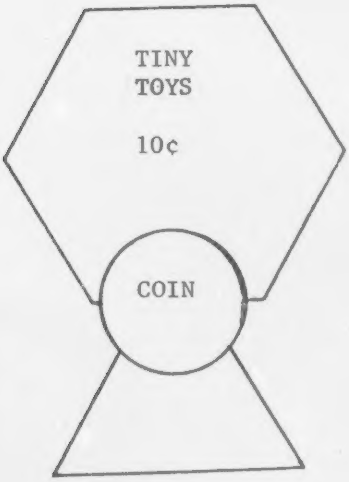
OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K - 3 X 4 - 6 ___ 7 - 9 ___ Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 6. Understand economics and economic systems. OBJECTIVE: b. Identify monetary units (coins, dollars).	Make a student activity sheet similar to the example. Explain to the students that money is used as a medium of exchange -- that money can be used to buy something that you want. Each time you buy something, you exchange money for that item (or service). Have students cut out the appropriate coin and paste it on the coin slot of the matching machine. (Need Handcut Drawing)	Master Curriculum Guide, Part II: Strategies for Teaching Economics, Grades 1 - 3 $6.00 from the Joint Council on Economic Education (T)

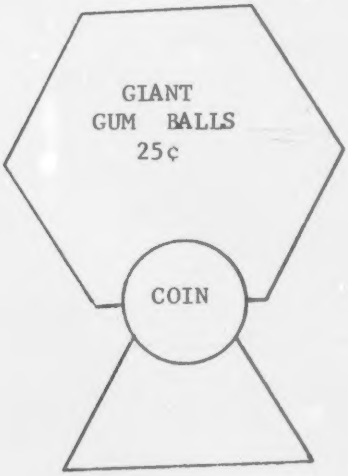
USING MONEY

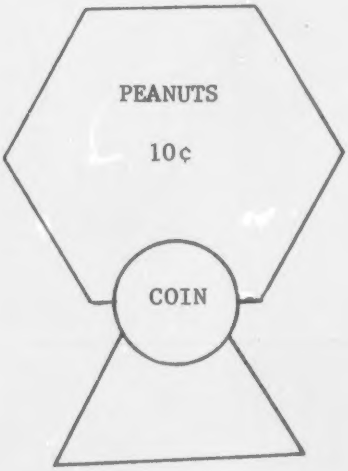

GUM BALLS
1¢
COIN

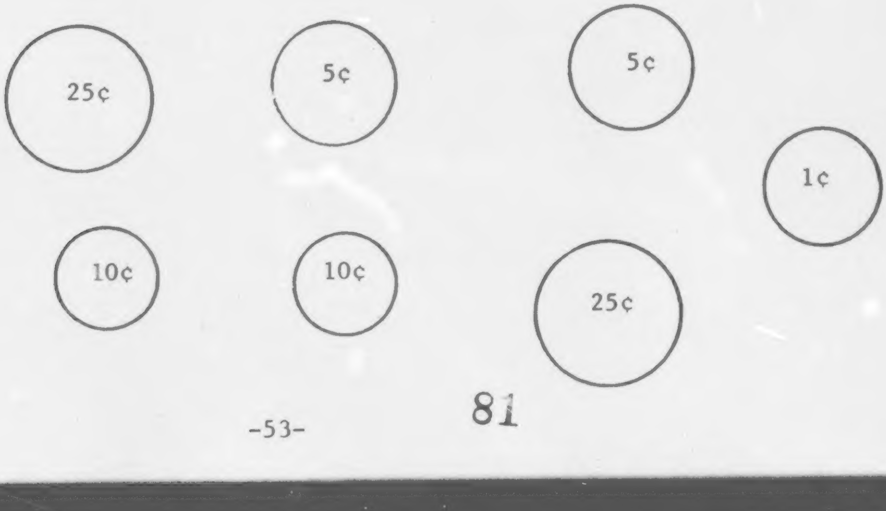

RINGS
25¢
COIN


JAW
BREAKERS
5¢
COIN


TINY
TOYS
10¢
COIN


GIANT
GUM BALLS
25¢
COIN


PEANUTS
10¢
COIN


25¢
5¢
5¢
1¢
10¢
10¢
25¢

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K - 3 X 4 - 6 ___ 7 - 9 ___ Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 6. Understand economics and economic systems. OBJECTIVE: c. Identify similarities and differences in how children obtain and use money.	1. Ask students how they obtain money (allowance, jobs around house), and write responses on chalkboard. It might help to include (on the list) how brothers/sisters obtain money. 2. Have students bring in empty boxes of cereal, old toys, pencils or other items to "sell." If prices are not on these items, have students make up a price for which they would sell the items. Teacher should provide play money or students can make the play money. Have the students take turns buying and selling the items. Ask students to list why they bought or did not buy certain items. You might discuss that purchases are based on personal values, needs, wants. It would also be of interest to discuss why different people are willing to pay more or less for the same item.	Master Curriculum Guide, Part II: Strategies for Teaching Economics, Grades 1 - 3 $6.00 from the Joint Council on Economic Education (T)

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K - 3 X 4 - 6 ____ 7 - 9 ____ Type of Objective: Attitude ____ Knowledge X Skills ____ STRAND: 6. Understand economics and economic systems. OBJECTIVE: d. Identify factors to consider when making purchases.	Set up a situation in which students bring to class newspapers/magazine clippings of items they would like to buy if they had a specific amount of money (for example, $25.00). If students do not have newspapers, they can list items that they would like to purchase. Then, ask students to go through the items and arrange them in order of importance, if more than one item is on their lists. The activity can be followed up in different ways. For example: 1. Separate the items under "needs" and "wants." 2. Discuss the concept of values being involved in making choices. Some students will select a food item while others would select a recreation item based on needs or values. 3. Discuss whether the item is for immediate satisfaction or long-term use. 4. Discuss the idea that it might be better for some students to save the $25.00 and wait until they have enough money to buy something they want more (instead of immediate gratification). 5. Discuss quality/quantity.	Newspapers Magazines Master Curriculum Guide, Part II: Strategies for Teaching Economics, Grades 1 - 3 $6.00 from the Joint Council on Economic Education (T)

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 X 4-6 ___ 7-9 ___ Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 7. Understand how to be an effective producer and consumer of goods and services. OBJECTIVE: b. Give examples of their own limited resources and unlimited wants.	Prepare a form on which students will anonymously report the amount of money they have had available in a recent set period of time from allowance and other sources. Ask them to list what they purchased with the money available and to list some of the things they also considered buying but did not have enough money to purchase. Discuss the fact that the amount of money available to individuals of all ages varies widely, and is a "fact of life". Emphasize the universal human desire for more than one can afford and the necessity for everyone to make choices among conflicting wants and needs. Discuss the fact that radical changes in available resources for many families have been brought about by recent employment/unemployment trends.	Getting the Things You Want, filmstrip and cassette from Photo Lab, Inc. (S,T) What is Money? book by James and Barkin from Raintree Publications (S) Penny Power, periodical published by Consumer Reports, $9.00/yr. (S,T) Elementary Economist, periodical from National Center of Economic Education for Children (T)

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 x 4-6 ___ 7-9 ___ Type of Objective: Attitude ___ Knowledge x Skills ___ STRAND: 8. Understand people and the environment, regions and the spatial organization of society. OBJECTIVE: a. Understand that the satisfaction of human needs depends directly or indirectly on the earth's natural resources.	Show, with various stages of development how a tree provides wood which can be made into many different products. Show a cross-section of a log, a piece of 2 x 4, a wooden spoon, chair, paper, and other wooden products. Make a poster which focuses on protecting trees/forests such as how to prevent forest fires.	National Parks, Northwest Regional Office 143 S. Third St., Philadelphia, PA 19106 Sale, Larry L., and Lee, Ernest W., Environmental Education in the Elementary School, New York Holt Rinehart and Winston, Inc., 1972. Department of Natural Resources Lansing, MI 48909

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 x 4-6 ___ 7-9 ___ Type of Objective: Attitude ___ Knowledge x Skills ___ STRAND: 8. Understand people and the environment, regions and the spatial organization of society. OBJECTIVE: b. Understand the influence of the natural environment on human beings.	Show pictures of floods, tornadoes, hurricanes as examples of weather. Illustrate the importance of water to people living in cities and in the country. Have children use Cub Scout Handbook to learn how to make weather instruments.	United States Department of Commerce, Environmental Science Services Administration Washington, D.C. 20402 Environmental Quality Consumers Power Co. 212 W. Michigan Avenue Jackson, MI 49201

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 X 4-6 ___ 7-9 ___ Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 8. Understand people and the environment, regions and the spatial organization of society. OBJECTIVE: d. Understand that a natural environment can serve varied needs.	Show pictures of lakes and rivers. Discuss various uses which people make of rivers and lakes, i.e., recreation, transportation, source of power.	

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 x 4-6 ___ 7-9 ___ Type of Objective: Attitude x Knowledge ___ Skills ___ STRAND: 8. Understand people and the environment, regions and the spatial organization of society. OBJECTIVE: e. Recognize the potential of various societies to use and abuse the natural environment.	Ask the students to imagine how Michigan looked when the explorers arrived in the state when thousands of trees covered the land. Show the film "Timber Harvest" available from the Department of Natural Resources, Lansing, MI 48909	Forest Conservation Packets for Teachers. American Forest Products Industries, 1816 N. St. N.W. Washington, D.C. How Our Forests Serve Us Pamphlet #0-9, Michigan Department of Natural Resources, Lansing, MI 48909 Chart: "What We Get From Trees" #D-5. Department of Natural Resources, Lansing, MI 48909

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 x 4-6 ___ 7-9 ___ Type of Objective: Attitude ___ Knowledge x Skills ___ STRAND: 8. Understand people and the environment, regions and the spatial organization of society. OBJECTIVE: f. Locate important natural features and resources within the community.	Make a chart showing the important natural features or resources in your community. As an alternative, develop concepts about soil. Land is soil. Discuss how soil lives and how it can die. Show the film "Yours Is The Land". Have children plant seeds.	Soil Conservation Service, Department of Agriculture, Lansing, MI 48909 *Teaching Soil and Water Conservation, A Classroom and Field Guide*, Soil Conservation Service, U.S. Department of Agriculture, Washington, D.C. *The Soil That Went to Town*, Agriculture Information Bulletin No. 95, U.S. Department of Agriculture, Washington, D.C. *Using Maps, Charts, and Graphs, Communities*. Cleveland: Modern Curriculum Press, Inc. 1980. Department of Natural Resources, Lansing, MI 48909

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 X 4-6 ___ 7-9 ___ Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 9. Know the main structure and functions of government. OBJECTIVE: a. Know various reasons for school rules and how they are made.	Put a list of 5 to 7 school rules on the chalkboard. 1. Have students discuss or list what might happen if the school doesn't have these rules. 2. Have a student council representative explain how rules are made involving students, parents, teachers, and the principal. (The principal can be invited.) 3. Have the students make a list of rules that are needed in school that don't exist or of changes that need to be made in existing rules. Have students explain why they have listed the rule or changes. 4. Have students discuss or list their duties and responsibilities in school. Recommendation: Kingergarten and first grades need to start with home and build to school.	Student Code School Rules Student Council Member Principal Films: Beginning Responsibility, Rules at School, Chicago, Coronet Instructional Films (16mm) Helpers at Our School, Chicago, Coronet Instructional Films Being Safe, New York, Eye Gate House, Inc. Books: Who Will Be My Friend? Syd Hoff, New York, Harper and Row, Publishers, Inc. Good Morning Teacher, rev. ed. Jene Barr, Chicago: Albert Whitman and Company Will I Have a Friend? Miriam Cohen, New York, Macmillan, Inc. Filmstrip: Who Helps Us? Santa Monica, CA BFA

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 X 4-6 ___ 7-9 ___ Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 9. Know the main structure and functions of government. OBJECTIVE: b. Identify similarities and differences between decision-making in the home and school.	1. Brainstorm on the chalkboard a list of ways decisions are made in the various homes of class members. 2. In a second column, brainstorm a list of ways students think decisions are made in the school. The teacher may have to lead the students to a degree to prevent them from getting off the track. 3. Place an S by those decision-making processes that are similar and a D by those that are different. 4. Lead a discussion as to why there are similarities and differences in the decision-making process. 5. Conclude by introducing a single decision-making model.	School Rules Student Code Filmstrip: School Problems, Getting Along With Others, Santa Monica, CA BFA Educational Media (16 mm) Record: Flowers Won't Grow. Silver Burdett

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 X 4-6 ___ 7-9 ___ Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 9. Know the main structure and functions of government OBJECTIVE: c. Understand that parents, teachers and principals are responsible for enforcing rules.	1. Divide the class into groups and have each group make up a list of classroom and school rules (two separate lists). 2. Have the students list the role of parents, teachers, and principal in enforcing each rule listed. 3. Have a leader from each group report back to the class the reason for each rule they made and the role of the person responsible for enforcing the rule. Example: Student misbehavior in class - teacher Repeated misbehavior - principal Continued misbehavior - parent 4. Have the class determine if parents should be more involved in enforcing school rules. Have students list ways in which parents can have more involvement in school.	School Rules Student Code Filmstrips: A Good Citizen Obeys Rules and Laws. New York, McGraw-Hill Films. Why We Have Laws. Shiver, Gobble and Snore, New York Learning Corp. of America. Safety-Home-Safe Home. Glendale, CA Aims Instructional Media Services, Inc. Meeting Our Needs. New York, McGraw-Hill Films. Families Have Needs. New York, Eye Gate House Inc. Audiotape. Film: Families and Rules. Watch How Well Everyone Works. (16 mm) New York, McGraw-Hill Films. Books: A House for Everyone. Betty Miles, New York, Alfred A. Knopf, Inc.

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 X 4-6 ___ 7-9 ___ Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 9. Know the main structure and functions of government. OBJECTIVE: d. Understand the community is a place in which people live, work and play.	1. Have students practice reading a map key and identifying the various elements that make up a community. (Houses, apartments, factories, hospitals, stores, churches) You may wish to start with a map of the classroom and school. 2. Have students write a definition of a community. Ask, what is a community? Describe your community. 3. Have students state the purpose of a state capitol. Then locate the state capitol on a map. Discuss that every state has a special city in which the state leaders make laws and plans for the whole state. 4. Have students draw pictures of places they like to visit in their community. Make a display on the bulletin board. 5. List the places in your community that people could visit to learn about our government. (Chamber of Commerce, Museum). 6. Discuss large cities. Washington D.C. is called a government city. Why is it important for people to meet in a central location? List some people that would live in Washington D.C. 7. Have students visit a town council. Discuss what a council in a community does. 8. Have your Mayor visit your classroom. Have students direct questions to him about his job.	Town Council, Mayor National Geographic Record: This Land is Your Land. Silver Burdett Music. Books: I Know a Mayor. Barbara Williams, New York, G. P. Putnam's Son. Washington for Children. Ray Shaw, New York, Charles Scribner's Sons. Who's Running This Town? Ritchie P. Lowry, New York, Harper and Row Publishers, Inc. Filmstrips: American Town Government. East Providence, RI, Creative Learning, Inc. Election Day, New York, Eye Gate House, Inc. A Good Citizen Cooperates With Others. New York, McGraw-Hill Inc. How Government Helps The People, (3rd ed) Herbert Elkins, CA

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 X 4-6 ___ 7-9 ___ Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 10. Understand the organization of human societies. OBJECTIVE: a. Compare the customs and habits of different groups.	1. Select a filmstrip, film, or book depicting families of different ethnic backgrounds.	Filmstrip, film or book
	2. After showing the filmstrip or reading the book, have students recall the customs and habits of each family depicted.	
	3. List student responses on the chalkboard or chart paper.	Chalkboard or chart paper
	4. Ask students to look at their list of responses and think about how the families are alike and different. Discuss these possibilities.	Crayons Mural paper
	5. Divide the class into small groups. Have each group: a. paint or color a small mural depicting one of the families shown, or b. act out one custom or habit from an assigned family.	

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 X 4-6 ___ 7-9 ___ Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 10. Understand the organization of human societies. OBJECTIVE: b. Understand the relationships among groups and individuals.	1. Select a filmstrip, film, or book that depicts family members. Present the filmstrip or book to the class.	Filmstrip, film, book
	2. Discuss the filmstrip or book.	
	3. Elicit names of many different family members from the students and list on the chalkboard. (e.g., mother, father, sister, brother)	Chalkboard
	4. Have the students make a family booklet with pages depicting their own immediate family members.	Manila or newsprint Crayons
	5. Have students present one page of their family booklet to the class in this manner: "I am ____________ and I am a member of the __________ family." "This is my __________ and he/she is a member of the ___________ family."	

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 X 4-6 ___ 7-9 ___ Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 10. Understand the organization of human societies. OBJECTIVE: d. Understand types of conflicts between groups and ways conflicts are resolved.	1. For background information, select a filmstrip, film, or book which depicts conflict between two groups. Or - use the realistic situation of a conflict between two groups in your own classroom. 2. Have students recall the conflict shown in filmstrip, book, or live situation. 3. Discuss these things: a. how the conflict began b. how the conflict escalated c. ways the conflict might be resolved 4. Students should take a vote or discuss and try to reach a consensus type agreement as to how the conflict can best be resolved. Or - students should be organized into small groups and given the task of role playing different stages of the conflict.	Filmstrip, film, or book

OBJECTIVE

Level:

K-3 X
4-6 ___
7-9 ___

Type of Objective:

Attitude ___
Knowledge X
Skills ___

STRAND:

10. Understand the organization of human societies.

OBJECTIVE:

e. Understand how and why groups differ.

ILLUSTRATIVE LEARNING ACTIVITY

1. Have students name groups or organizations that they or members of their family belong to in Kalamazoo ___.
   (Insert own city)

   Have students consider reasons for groups and how they are similar and different.

2. Record this information on chalkboard or a retrieval chart.

Name of Organization	Purpose or Responsibilities

3. Discuss differences of the groups. "How are these groups different?"

4. Have students draw an activity unique to one of the listed groups. Put the name of the group on the back of the picture. Let individual students show their pictures. Have the class try to identify the group depicted.

   (The types of activities used should be readiness/introductory in nature because of the developmental level of the students.)

RESOURCES

Chalkboard of Chart Paper

Drawing Paper

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 X 4-6 ____ 7-9 ____ Type of Objective: Attitude ____ Knowledge X Skills ____ STRAND: 11. Understand the relationship between individuals and groups. OBJECTIVE: a. Identify the variety of roles one can have within a group.	Simulation of Family Cooperation Instruct a small group of children to play house. Define roles of father, mother, grandmother, and two children. Instruct one child (without the other's knowledge) to whine, cry, and create trouble. Allow simulation to proceed until a frustration point is obvious and then discuss the problems this causes in a family along with the role that each family member plays. Example Results: - Father or mother disciplining the child. - Grandmother may give input. - If one child starts to cry, the other might start or may discipline each other.	

Courtesy of Holt, Rinehart and Winston Publishers

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 X 4-6 ___ 7-9 ___ Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 11. Understand the relationship between individuals and groups. OBJECTIVE: a. Identify the variety of roles one can have within a group.	Your school teachers and parents can help you learn about many things. Can you name some other people who can help you learn about the things listed below? Health Safety Following Rules Finding Books *Could result in a collage.	- Pictures of people in a variety of learning situations (optional) Examples: -policeman -librarian -mother -father -nurse -grandparents -children -babysitter -T.V. -safety patrol -crossing guard

Courtesy of Holt, Rinehart and Winston, Publishers

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 X 4-6 ___ 7-9 ___ Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 11. Understand the relationship between individuals and groups. OBJECTIVE: b. Understand that the role within a group may be assigned or achieved.	Circus Fun Tell the story of the circus coming to town, performing, and packing up again. Hang circus pictures around your room to make a colorful circus mural. To begin your discussion of the circus, ask your students to name the different people who work in a circus. List them on chart paper. Examples: Ringmaster Juggler Clown Elephant trainer Maintenance worker Vender Talk about what skills they need for their different jobs. Each student could choose their favorite circus person and illustrate their job.	- Circus pictures (could be student made) - Chart paper

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OBJECTIVE

Level:

K-3 X
4-6 ___
7-9 ___

Type of Objective:
Attitude ___
Knowledge X
Skills ___

STRAND:

11. Understand the relationship between individuals and groups.

OBJECTIVE:

c. Understand reasons why there are different roles within groups.

ILLUSTRATIVE LEARNING ACTIVITY

Workers in the Community

Some workers produce goods. Others provide services. What does each worker provide?

(Duplicate following chart on board or chart paper.)

WORKER	GOODS	SERVICES
(picture) baker		
(picture) construction worker		
(picture) police officer		
(picture) salesperson		
(picture) farmer		
(picture) letter carrier		

RESOURCES

- Blackboard or chart paper.

Optional:

- Pictures of:
  Baker
  Construction worker
  Police officer
  Salesperson
  Farmer
  Letter carrier

MacMillan Social Studies - Prudence Cutright and
John Jarolimek, Senior Authors, Copyright 1982
MacMillan Pub. Co., Inc.

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 X 4-6 ___ 7-9 ___ Type of Objective: Attitude ___ Knowledge X Skills ___ STRAND: 11. Understand the relationship between individuals and groups. OBJECTIVE: d. Understand the possible advantages and disadvantages of belonging to a variety of groups.	Preparation - Introduce idea of consumer Collage Make a collage of service workers. Have each child cut a picture from an old magazine or make a drawing of a different worker. 1. Ask students to act out the kind of job done by a worker pictured in the collage. Then have the rest of the class guess the worker's identity and explain how his/her work helps other people. 2. Introduce idea of a.) producer of goods b.) service worker c.) consumer Ask students to describe how all three groups of people need each other.	- Old magazines - Scissors

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 __x__ 4-6 ____ 7-9 ____ Type of Objective: Attitude ____ Knowledge _X_ Skills ____ STRAND: 11. Understand the relationship between individuals and groups. OBJECTIVE: e. Understand the decision-making process used by groups.	Divide the class into groups. Have each group choose a leader and make up a rule for the classroom to follow. Then have the group leaders report back to the class at large, explaining the reason for each rule. Discuss each rule in terms of its need and fairness. Ask the class if they want to keep the rule as it is or what changes they would like to make. *Could be verbal or writing activity with secretary elected or selected.	

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 x 4-6 ___ 7-9 ___ Type of Objective: Attitude ___ Knowledge ___ Skills x STRAND: 1. Gather, analyze, synthesize, and present information. OBJECTIVE: a. Use a variety of senses to present information.	Have each of the students bring a cardboard box to class. In magazines they look for pictures that show items they like to: touch taste smell see hear Each side and the top of the box is to represent one of the senses. Paste pictures on each side of the box. Trade boxes when finished to learn about the likes and interests of other students. Now that the students are aware of each of the five senses as sources of information, they will have an opportunity to use them. Bring some objects to class which one must use safely. Example: A curling iron A Mr. Yuk medicine bottle A record of a sound effect (ambulance siren) Rotten hamburger Soap Ask students to utilize all their senses to obtain information about the objects. Then ask the students to develop a chart of the information with a safety-related title.	Magazines

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 x 4-6 ___ 7-9 ___ Type of Objective: Attitude ___ Knowledge ___ Skills x STRAND: 1. Gather, analyze, synthesize, and present information. OBJECTIVE: b. Understand that perceptions of the same object or event may differ from person to person.	(K-1) Show a picture with several objects or actions, perhaps a farm scene or firemen putting out a fire. Ask the students to study it for a full minute. Take the picture away and ask what they remember. Discuss how and why people remember in different ways. (2-3) Invent a "usual" situation that is just a bit different. Have an adult who usually comes into the classroom come in wearing unusual clothes or carrying unusual objects. This event could be arranged during the children's work times. After the adult leaves, bring the students together to discuss what they observed or heard. List observations on paper or the chalkboard. Point out the differences observed within the class. Speculate as to why some things were remembered and others were not.	Picture(s) Unusual clothing or Unusual objects

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 x 4-6 ___ 7-9 ___ Type of Objective: Attitude ___ Knowledge ___ Skills x STRAND: 1. Gather, analyze, synthesize, and present information. OBJECTIVE: c. Choose appropriate sources for information desired.	Have a collection of different types of books in the classroom; for example, a telephone book, an atlas, an encyclopedia. Discuss the kinds of information found in each book in a teacher-directed activity. Allow the students time to browse through the books. Then play a game of asking, "In which book will I find...?" Ask such questions as: In which book will I find... a. the names of TV repair stores b. a map of Michigan c. the meanings of the word "permit" d. a recipe for chili and others	Dictionary Atlas Encyclopedia Reading book Cookbook Newspaper Magazine Telephone book Social Studies textbook and others

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 X 4-6 ___ 7-9 ___ Type of Objective: Attitude ___ Knowledge ___ Skills X STRAND: 1. Gather, analyze, synthesize, and present information. OBJECTIVE: d. Obtain information from a variety of appropriate sources.	Read to the students a newspaper story on a topic likely to interest them. Make sure there is factual information in the selection. Example: "The Humane Society Has Rescued Pets" "Policeman Finds A Lost Child" "Girl Rescues Sister from Fire" Discuss what facts they have heard after the reading. List them on the chalkboard. Then ask the students to think of ways they can find out more about the facts: for example, visiting the Humane Society, or looking up information in a picture encyclopedia, going to a local pet shop, asking owners about pets' behaviors. Children may wish to find out more from these sources.	Newspaper article

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 x 4-6 ___ 7-9 ___ Type of Objective: Attitude ___ Knowledge ___ Skills x STRAND: 1. Gather, analyze, synthesize, and present information. OBJECTIVE: f. Draw conclusions.	Show a large photograph of some geographic area. Ask students to tell what they see. Then , help them surmise where and when that picture must have been taken, based on what they see. Example: city or countryside North, South, East, or West in the U.S. winter or summer Help students to realize or understand that they have been drawing conclusions based on prior knowledge.	Posters Magazine pictures

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 x 4-6 ___ 7-9 ___ Type of Objective: Attitude ___ Knowledge ___ Skills x STRAND: 2. Develop the necessary skills for participation in society and governments both as an individual and as a member of a group. OBJECTIVE b. Listen and respond appropriately.	Have students listen to a visiting storyteller, to a story read by the teacher, or to a taped narration, each of which describes life in another country. As a class, respond orally to a set of questions listed by the teacher on the chalkboard; for example, Where did the story take place? Who were the main characters? What was important about what happened in the story? Other subjects might be: Famous persons Native American history Griot tales	Storyteller or Tapes

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 X 4-6 ___ 7-9 ___ Type of Objective: Attitude ___ Knowledge ___ Skills X STRAND: 2. Develop the skills necessary for participation in society and governments both as an individual and as a member of a group. OBJECTIVE: c. Solicit clarification from others when needed.	Have students, as a class, discuss selected terms, i.e., family, neighborhood, group, village, town, city, etc. Elicit at least five responses from different students. Write responses on board. Then, agree, as a class, on one definition. Do this for each term. Have students draw pictures illustrating each term. Have them write the definition under the picture. Initiate or add to a social studies vocabulary dictionary.	Textbooks Pictures from magazines and/or other sources

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 x 4-6 ___ 7-9 ___ Type of Objective: Attitude ___ Knowledge ___ Skills x STRAND: 2. Develop the necessary skills for participation in society and governments, both as an individual and as a member of a group. OBJECTIVE d. Encourage others to express themselves.	Show pictures (scenes) of selected situations; for example, the scene of an accident, the celebration of a wedding, the building of a skyscraper. Ask students to respond to the following questions: 1. What is happening here? 2. What probably happened before this? 3. What will probably happen next? Discuss responses.	Scenes from magazines Slides Newspapers

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 X 4-6 ___ 7-9 ___ Type of Objective: Attitude ___ Knowledge ___ Skills X STRAND: 2. Develop the skills necessary for participation in society and governments both as an individual and as a member of a group. OBJECTIVE: (e) e. Recognize and permit the expression of different opinions, beliefs, and ideas in a group.	Have two students role play a situation which calls for an argument to ensue. For example, one student bumps another. Structure the situation so that the class thinks it to be a real conflict. After a short period of time, stop the argument. Discuss the following: 1) What caused the argument? 2) What happened as a result of the argument? 3) What might have happened if the argument had not been interrupted? 4) Did you take sides in the argument? 5) If yes, why? Whose side? If no, why not?	

OBJECTIVE	ILLUSTRATIVE LEARNING ACTIVITY	RESOURCES
Level: K-3 X 4-6 ___ 7-9 ___ Type of Objective: Attitude ___ Knowledge ___ Skills X STRAND: 3. Make decisions.	Have class conduct a market survey and select a money raising project, prepare and sell the item selected, decide what to do with the money raised and evaluate the entire project. Simple food product, such as: No-bake cookies Rice cereal treats	Developing Decision Making Skills by Kurfman from the National Center for Social Studies Yearbook (T) How To Turn Lemons Into Money book by L. Armstrong from Harcourt, Brace, Jovanovich (S) Nickels, Dimes and Dollars filmstrips and cassettes from ACI Productions (S,T) Understanding Money book by James and Barkin from Raintree Publications

OBJECTIVES:

a. Recognize the occasion or need for decisions.
b. Analyze the problem.
c. Identify alternative courses of action.
d. Project long and short term consequences of alternative courses of action.
e. Identify related values and goals.
f. Judge consequences in the light of values and goals.
g. Make a choice of alternative courses of action or some trade-offs among them.
h. Develop strategies to carry out the approach.

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APPENDIX A-1	PROGRAM EVALUATION PROCEDURES
APPENDIX B	A SAMPLE LOCAL SCHOOL DISTRICT STATEMENT OF PHILOSOPHY FOR SOCIAL STUDIES EDUCATION
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APPENDIX C-1	RECOMMENDED SEQUENCE SOCIAL STUDIES EDUCATION IN MICHIGAN
APPENDIX D	SOCIAL STUDIES SKILLS CHART
APPENDIX E	GOALS FOR MULTICULTURAL EDUCATION/GLOBAL ISSUES
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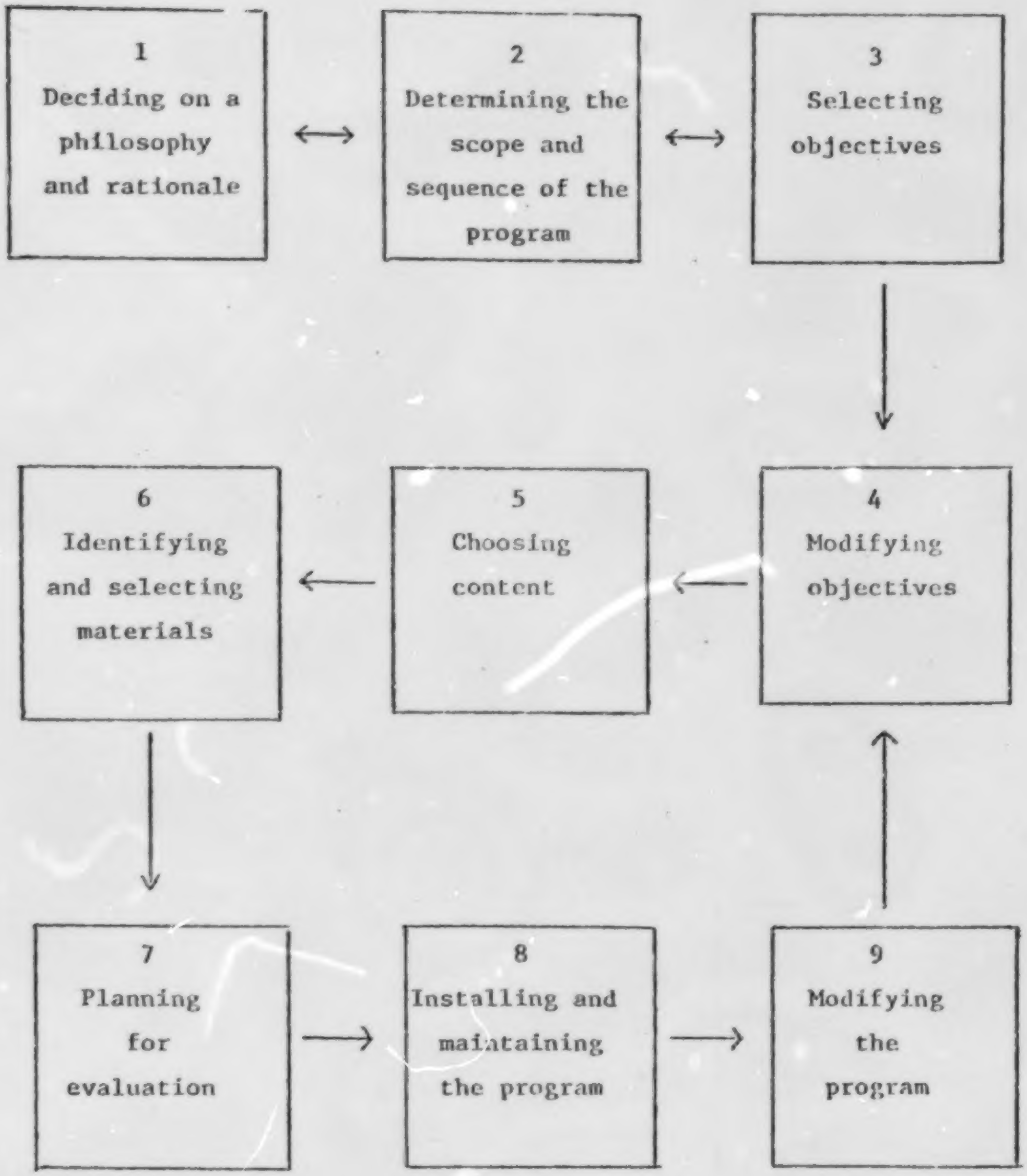
APPENDIX J	GLOSSARY

APPENDIX A

A MODEL FOR SOCIAL STUDIES PROGRAM PLANNING BASED ON STUDENT-CENTERED OBJECTIVES*


1
Deciding on a philosophy and rationale
2
Determining the scope and sequence of the program
3
Selecting objectives
4
Modifying objectives
5
Choosing content
6
Identifying and selecting materials
7
Planning for evaluation
8
Installing and maintaining the program
9
Modifying the program

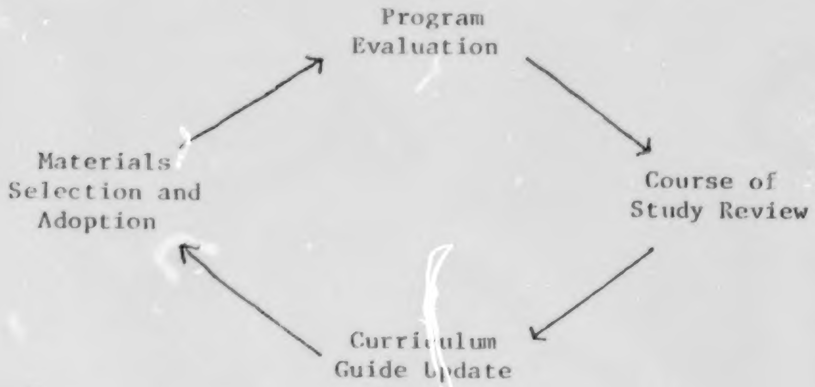
*Davis, James E. and Holey, Frances, Editors, Planning A Social Studies Program: Activities, Guidelines, and Resources. Social Science Education Consortium, Inc. Boulder, Colorado, 1977. pp. 3-6.

APPENDIX A-1

PROGRAM EVALUATION PROCEDURES*

Program evaluation should be a periodic activity for a school district. It involves establishing a set of desired conditions or outcomes for a curricular area, gathering data indicative of the degree to which those outcomes are being attained, measuring the variance between the two sets of information, and determining priorities based on the new information.

A program evaluation should be correlated with activities such as course of study revision, curriculum guide update, and materials selection. Ideally, program evaluation should precede these activities. Eventually, these four activities should occur on a cyclical basis as suggested in the diagram below:



In this sense, program evaluation involves more than the measurement of student attainment of goals and objectives. Student attainment of goals and objectives is just one part of the whole. Program evaluation should also determine which instructional elements, curriculum components, learning settings, and program activities have the greatest positive effect on learning.

In conducting program evaluations several questions need to be addressed:

1. Do the existing courses of study have goals and objectives?
2. Are these goals and objectives stated in such a way that they may be evaluated?
3. What factors are related to the attainment of the goals and objectives?
4. Are the present goals and objectives based on:
    - individual learners and how they learn?
    - society and its needs?
    - organized knowledge?

Once the commitment has been made by school personnel to conduct a program evaluation, an action plan should be developed, implemented and evaluated.

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*Course of Study Development: A Process Model. State of Ohio Department of Education. Columbus, Ohio, 1980. Used with permission, all rights reserved.

APPENDIX B

A SAMPLE LOCAL SCHOOL DISTRICT

STATEMENT OF PHILOSOPHY FOR SOCIAL STUDIES EDUCATION*

The first priority goal of the Saginaw Board of Education is to provide quality educational opportunities in reading, math, science and SOCIAL STUDIES.

Social Studies education is essential to the development of citizenship and must reserve a major role in the total educational program of the Saginaw Schools, from kindergarten through high school. The goal of citizenship, in turn, is the constant effort through decision and action to foster just relations among people and institutions.

The welfare of individuals and the welfare of society are tightly bound. Young people need to learn to live well as social beings. From childhood on they are part of social worlds extending from their everyday groups and communities to their country and world at large. To find their ways in these social worlds young people themselves need the personal capabilities and moral commitments for wise choices of action in their social, political, and economic roles, those present and those yet to come. The society in which young people will continue to live is one of continuity and change, diversity and commonality, difficulty and opportunity, democracy and its insufficient practice. Such a society needs knowledgable, thoughtful, and ethical participation by its citizens.

In social education four elements are essential: KNOWLEDGE; democratic and humane VALUES; SKILLS in acquiring information and thinking about social affairs; and SOCIAL PARTICIPATION. Programs must bring these elements together to foster a sense of efficacy, sound decision making, and responsible action.

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*Used with permission of the Saginaw Public Schools. A Policy Statement should be approved by the local board of education in the district. The Policy Statement would be included in a prescribed course of study along with a sequential listing of courses offered at all levels (K-12) and scope statements for each course (see diagram on page 208).

APPENDIX C

SOCIAL STUDIES CURRICULUM: SCOPE AND SEQUENCE

The social studies curriculum offered in a school district should reflect a logical and consistent approach to curriculum improvement and program development. Historically, most social studies curriculum models reflect the "expanding environment" for grades K-6 and the "contracting environment" for the secondary schools (7-12).

Obviously, for a variety of reasons a district might prefer, with good and sound rationale, to have required or elective courses at grade levels other than those listed. They might also choose to have a larger number of required social studies offerings than what is indicated in the suggested model included in this document.

The suggested sequence listings presented in the publication can be used by a school system as a reference point when the social studies program is examined. The social studies curriculum of a district should be evaluated carefully prior to the year in which textbooks are being adopted. Courses should not be added or eliminated without taking into consideration State Statutes, State Board of Education Recommendations and pertinent local factors. This includes the ideas of students, parents, and others.*

The social studies curriculum at any level - elementary, junior/middle, senior - should not be altered or modified without taking into serious consideration what is taught at the other levels. In particular, as the scope and sequence matters are being determined, serious attention should be given to the appropriateness of what is being proposed in regard to the developmental level of the students and the immediate relevance of the instruction in the lives of the learner. There should be a logical and educationally sound basis for whatever scope and sequence model is followed.

New or experimental curriculum ideas such as interdisciplinary studies involving both the social studies and language arts or social studies and the arts, should be encouraged.

The Michigan State Board of Education has approved position statements and guidelines which include recommendations to all Michigan school districts in regard to global education, consumer economics education, multicultural education, and environmental education. Within this document special attention is also given to the area of law-related education. As Michigan school districts periodically review and revise their social studies program, appropriate attention should be given to these recommendations to insure that appropriate and feasible components are not excluded from their K-12 program.

For example, in regard to multicultural education, attention should be given to the notion that, the confluence of many cultures has been characteristic of American life throughout our history. The great variety of cultures has been a powerful influence in structuring our social system, enriching our national heritage, and creating some of our most critical problems. The social studies curriculum should, wherever relevant, stress the contributions of individuals from many groups to our national development.

*See A Position Statement and Resource Guide on Involvement of Parents and Other Citizens in the Educational System (1982)

APPENDIX C-1

RECOMMENDED SEQUENCE
SOCIAL STUDIES EDUCATION IN MICHIGAN

GRADE	TOPIC
KINDERGARTEN	MYSELF AND OTHERS
GRADE 1	SCHOOL AND FAMILY
GRADE 2	NEIGHBORHOODS
GRADE 3	COMMUNITIES: URBAN, SUBURBAN AND RURAL
GRADE 4	MICHIGAN: LOCAL AND STATE HISTORY/GEOGRAPHY
GRADE 5	THE UNITED STATES AND CANADA
GRADE 6	GEOGRAPHY: WESTERN HEMISPHERE - MEXICO, BRAZIL, ARGENTINA AND CENTRAL AMERICA CULTURAL STUDIES - BLACKS, HISPANICS, AMERICAN INDIANS, ASIAN AMERICANS, AND APPROPRIATE OTHER CULTURAL/ETHNIC GROUPS - WOMEN, AGED AND HANDICAPPED
GRADE 7	GEOGRAPHY: EASTERN HEMISPHERE - ASIA: JAPAN AND CHINA - AFRICA: KENYA, NIGERIA AND SOUTH AFRICA - EUROPE: RUSSIA AND WESTERN EUROPE - THE MIDDLE EAST
GRADE 8	UNITED STATES AND MICHIGAN HISTORY: EXPLORATION - CIVIL WAR
GRADE 9	PRACTICAL LAW (1 SEMESTER) CONSUMER ECONOMICS (1 SEMESTER)
GRADE 10	UNITED STATES AND MICHIGAN HISTORY: RECONSTRUCTION - PRESENT
GRADE 11	CIVICS/GOVERNMENT (1 SEMESTER) GLOBAL ISSUES (1 SEMESTER)
GRADE 12	ELECTIVES

GRADE 9-12 ELECTIVE OFFERINGS:

ANTHROPOLOGY
ECONOMICS
GEOGRAPHY
HISTORY (STATE AND WORLD)
POLITICAL SCIENCE
PSYCHOLOGY
SOCIOLOGY
WOMEN'S STUDIES
ETHNIC STUDIES
SOCIAL PROBLEMS
URBAN STUDIES
ENVIRONMENTAL STUDIES

BASIC GEOGRAPHY SKILLS WILL BE INTRODUCED, MASTERED AND REINFORCED AS APPROPRIATE AT ALL LEVELS.

ATTENTION APPROPRIATE FOR AGE/GRADE LEVELS WILL BE GIVEN AT ALL LEVELS TO ISSUES/TOPICS SUCH AS:

FOOD
HEALTH
POPULATION
WAR AND ARMAMENTS
ENVIRONMENT
RACE AND ETHNICITY
RIGHTS AND RESPONSIBILITIES
RELIGIOUS ISSUES
NATURAL CHARACTERISTICS (PHYSICAL GEOGRAPHY)
INTERNATIONAL MONETARY AND TRADE RELATIONS
LANGUAGE
ARTS AND CULTURE
ENERGY
POVERTY
RELATIONS AMONG NATIONS/STATES

APPENDIX D

Social Studies Skills Chart

Skills are one of three categories of objectives included in the Essential Performance Objectives for Social Studies document; attitudes and knowledge are the other two. Skills are listed without content attached simply because listing skills with content would be too cumbersome. In actual classroom teaching situations, however, skills, attitudes, and knowledge are tightly related. A moment's reflection will show us all that students can not practice skills in a vacuum; they must practice and use skills in some content. It is an inefficient use of learning time to practice skills in content not included in the knowledge objectives or, worse yet, in trivial content. At times teachers may want to focus on some skills in a special set of lessons apart from the mainstream of the course. For the most part, however, learning skills should go along with learning knowledge and attitudes in the ordinary flow of a course. A few illustrative learning activities included in this document are generic in nature; that is, the content in which the skills are to be practiced is purposely general, and usable in many sorts of learning activities. Most of the illustrative learning activities, however, show skills in specific content taken from the knowledge or attitude objectives included in the Essential Performance Objectives for Social Studies.

Skills in the Essential Performance Objectives for Social Studies are stated broadly. Since many teachers find more specific listings helpful, skills in #1, "Gather . . . information," are spelled out in the chart on the following pages. Still, limits on specificity are necessary even here, lest the publication of Illustrative Learning Activities be too bulky for use. Consequently, skills in #2, "Skills necessary for participation," and #3, "Decision Making Skills," are repeated with hardly more amplification than appears in their statement in the Essential . . . Objectives.

Skills can be classified in many ways; the classification here follows that in the Essential . . . Objectives. Surely there are other defensible classifications, such as those usually made explicit in good social studies programs and/or commercial textbooks.

The skills which follow are assigned to grade levels, coded as they are listed in Essential . . . Objectives. Nonetheless, it is difficult to say which skills are peculiarly appropriate for some grade levels and not others. Think of the all-important skills in reading. Surely they are important at all grade levels. Here are a few rules of thumb. The more complex the content-the more specific points therein and the more sets of interrelations among them-the harder it is to learn the skills in such content. The greater our unfamiliarity with the points of concent, the greater the lack of concrete experience in the area, the greater is the difficulty of skills tied to it. The more abstract the content, the farther it is removed from concrete experience, the more difficult the learning of skills in such content. The more threatening the content - the more it upsets or contradicts our basic beliefs and feeling of makes us insecure - the harder it is to learn the skills in such content. Moreover, some skills are themselves more complex and hence harder; comprehension is easer than analysis, which is, in turn, easier then evaluation or the process of decision making.

Teachers at all grade levels can and should make the final decision as to what their students can handle. It may help, though, to notice that when skills seem "too difficult" students need simpler content for learning such skills; when skills seem "too easy," students need content that is "harder." The content to which the skills are tied influences ability to learn the skills.

	K-3	4-6	7-9
1. GATHER, ANALYZE, SYNTHESIZE, AND PRESENT INFORMATION			
a. Use a variety of senses to obtain information.	RM	M	A
b. Understand that perceptions of the same object or event may differ from person to person.	R	R	M
c. Choose appropriate sources for information desired.			
1) Books, articles, newspapers, magazines.	R	RM	M
2) Filmstrips, films, pictures, records, video tapes.	R	RM	MA
3) Reference materials such as encyclopedias and dictionaries.	R	RM	MA
4) Library resources such as the card catalogue.	R	MA	A
5) Bibliographic sources such as the Reader's Guide.		R	RM
6) Interviewing appropriate persons.	R	RM	MA
7) Actual observation.	R	R	M
d. Obtain information from a variety of sources.			
1) Reading a variety of materials:			
a) Descriptive and/or explanatory social science/history material.	R	RM	M
b) Charts, graphs, tables, cartoons, diagrams, maps.	R	M	MA
c) Plays, poetry, fiction.	R	RM	M
d) Accounts, stories, cases.	R	RM	M
e) Magazines and newspapers.	R	RM	M
2) Reading			
a) Vocabulary.	RM	MA	A
b) Literal comprehension: e.g., specific points; topic sentences and main ideas; use of chapter and section headings; association with experience; following sequence and organization; paraphrasing.	R	RM	M
c) Interpretive comprehension: e.g., noticing purpose of material; distinguishing fantasy and reality; recognizing similes and metaphors, tone; separating fact from opinion; recognizing point of view; following such relationships as cause/effect, like/difference, argument; seeing omissions.	R	R	RM
d) Read to fit a variety of purposes: e.g., skim, acquire knowledge, enjoy.	R	RM	MA
e) Use study aids in a book: e.g., index, glossary, study questions.	R	M	MA

R = READINESS/EXPOSURE/INTRODCUTION M = MAJOR INSTRUCTION

A = APPLICATION/MAINTENANCE/EXTENSION

	K-3	4-6	7-9
3. Using maps and globes.			
a) Comprehend a map or globe as a representation of a concrete area.	R	RM	MA
b) Can draw in boundaries, geographic features, cities and such on maps.	R	RM	MA
c) Identify cardinal and intermediate directions on maps and globes.	R	RM	MA
d) Locate common places, geographic features, states, areas, continents, oceans; area patterns; able to use atlas, index.	R	M	MA
e) Find distances by using map scales.	R	RM	MA
f) Use map symbols: e.g., colors, circles, lines, stated in map keys and legends.	R	RM	MA
g) Recognize differences in purposes of maps and globes: distortions from type of projection; maps of historic features; physical and political maps, maps which give some type of information but not other.		RM	M
4. Use time and dates.			
a) Make and read time lines.	R	RM	MA
b) Use time zones.		R	MA
c) Recognize such measures of time as BC/AD, other calendars.		R	M
5) Use pictures, charts, diagrams, tables, graphs, cartoons.			
a) Comprehends as representation of concrete objects and data.	R	RM	MA
b) Literal comprehension: specific points, topics and main ideas; context clues; use of titles, organizational devices, symbols.	R	RM	MA
c) Interpretive comprehension: relations such as like/different, trends; point of view; omissions.	R	RM	M
6) Watch a film, filmstrip, TV program: literal comprehension of points, order, topic and main idea, association with experience; and interpretive comprehension of like/different, cause/effect, point of view, argument, purpose.	R	RM	M
7) Listen to a lecture: e.g., following points in order, asking questions, acting courteously.	R	RM	M
8) Interview by preparing and asking proper questions, making appointments, acting courteously, taking notes or recording.	R	RM	M
9) Observe by noticing what actually happens, asking questions, acting courteously.	R	M	MA
10) Survey by preparing a major question, developing sub-questions, asking proper number of people, summarizing.	R	R	M
11) Follow directions.	RM	M	MA

R = READINESS/EXPOSURE/INTRODUCTION   M = MAJOR INSTRUCTION

A = APPLICATION/MAINTENANCE/EXTENSION

	K-3	4-6	7-9
e. Translate information from one form to another.			
1) Changes a communication to another form: e.g., from a story to a picture, from a main idea to a poster, from quantitative data to a graph, prose to a play, principles and case to a role-play, writing up an observed event.	R	RM	M
2) Take notes.	R	RM	M
3) Outline.	R	RM	M
4) Develop a larger idea out of specific points by comparison and contrast, grouping by criteria, projecting trends.		R	RM
5) Change a communication into simpler language or format or example.	R	RM	M
f. Analyze information.			
1) Taking a communication apart by recognizing major and minor points, assumptions, hypotheses.	R	RM	M
2) Seeing relationships such as points supporting a conclusion, inconsistent or off-subject points, distinguish cause/effect from sequence, simple logical fallacies.		R	RM
3) Recognizing principles of organization such as techniques used to persuade, make a communication effective.		R	RM
g. Express oneself with consistency, continuity, clarity, and conciseness in any given communication such as a written project, a report to the class, a debate.	R	RM	MA
h. Evaluate the quality of information by e.g., recognizing bias, the source and its authority; distinguishing primary from secondary sources, important from unimportant.		R	RM
i. Identify similarities and differences within sets of data and reasons for these differences; e.g., comparing and contrasting accounts of events, basic questions, treatment of topics, arguments.	R	M	MA
j. Frame appropriate research questions: identify what to look for in e.g. a survey, a report.		R	RM
k. Formulate and test generalizations, predictions, and hypotheses based on appropriate information.		R	RM

R = READINESS/EXPOSURE/INTRODUCTION M = MAJOR INSTRUCTION

A = APPLICATION/MAINTENANCE/EXTENSION

	K-3	4-6	7-9
l. Draw conclusions.	R	RM	M
m. Remain open to change one's opinions.	R	RM	M
n. Apply what is learned to new situations: principles, generalizations, major ideas.	R	RM	M
2. DEVELOP THE SKILLS NECESSARY FOR PARTICIPATION IN SOCIETY AND GOVERNMENTS BOTH AS AN INDIVIDUAL AND AS A MEMBER OF A GROUP			
a. Presents own ideas orally or in reports to the class, in writing, in a display of some sort.	R	MA	A
b. Paraphrase what has been heard and obtain agreement from the speaker that paraphrasing is correct.	R	RM	M
c. Listen and respond appropriately.	M	MA	A
d. Solicit clarification from others when needed.	R	M	MA
e. Encourage others to express themselves.	R	M	MA
f. Recognize divergent roles within a group: e.g., chair, secretary, individual assignment.	R	M	A
g. Recognize emotions and feelings operating within a group.	R	RM	M
h. Recognize and permit the expression of different opinions, beliefs, and ideas in a group.	R	M	MA
i. Use conflict resolution strategies: e.g., sharing, voting, agreed-upon rules, discussion of problems.	R	M	MA
3. MAKE DECISIONS			
a. Recognize the occasion and need for decisions.	R	RM	MA
b. Analyze the problem.	R	MA	MA
c. Identify alternative courses of action.	R	MA	MA
d. Project long and short term consequences of alternative courses of action.	R	MA	A

R = READINESS/EXPOSURE/INTRODUCTION M = MAJOR INSTRUCTION

A = APPLICATION/MAINTENANCE/EXTENSION

	K-3	4-6	7-9
e. Identify related values and goals.	R	MA	MA
f. Judge consequences in the light of values and goals.	R	MA	MA
g. Make a choice of alternative courses of action or some trade-off among them.	R	RM	MA
h. Develop strategies to carry out the approach.	R	RM	MA
i. Apply the approach in making a decision or solving a problem.	R	RM	MA
j. Reevaluate and reformulate the process if goals have not been met or new information is introduced.	R	RM	MA

R = READINESS/EXPOSURE/INTRODUCTION

M = MAJOR INSTRUCTION

A = APPLICATION/MAINTENANCE/EXTENSION

APPENDIX E

Goals for Multicultural Education

Education which is multicultural is goal-oriented. Successful implementation of the concept in school curriculum should result in students having:

1. An understanding and appreciation for their own culture and heritage.
2. An understanding and respect for those who belong to cultures other than their own.
3. The ability to interact with others of varying cultural backgrounds.
4. An understanding and acceptance of the concept of cultural pluralism and that the American society is pluralistic in nature.

Goals for Schools: Global Issues

-- To redesign and implement, where appropriate, curriculum and instructional programs to insure that adequate attention is given to global issues, i.e.,

peace
poverty
population
pollution
food
health
environment
racial and ethnic conflict
human rights
natural resources
energy

-- To provide learning experiences that give students the ability to view the world as an interdependent, pluralistic and global community.

-- To provide learning experiences for students which will enable them to become less ethnocentric and parochial.

APPENDIX F

CURRICULUM AND INSTRUCTION INFUSION MODEL

		CURRICULUM AREAS								
		LANGUAGE ARTS	MATHEMATICS	SOCIAL STUDIES	SCIENCE	VOCATION/CAREER	VISUAL ARTS	HEALTH	PHYSICAL EDUCATION	MUSIC
EMPHASIS/CONCERNS	MULTICULTURAL									
	PERSONAL, INTERPERSONAL AND SOCIAL UNDERSTANDINGS									
	COMPENSATORY EDUCATION									
	SPECIAL EDUCATION									
	BILINGUAL									
	CAREER DEVELOPMENT									
	ENVIRONMENT									
	LAW									
	CONSUMER									
	GLOBAL									
	GIFTED & TALENTED									

One possible way for responding to the demands from various interest groups to include within the curriculum emphasis on their particular concern is to consider what is appropriate and feasible to be included within traditional areas of instruction. It would be impossible to have separate courses for the large number of suggestions received (Emphasis/Concerns Column of above chart), given the limited amount of time in the school day and year, limited amount of resources, limits on in-service education opportunities and such.

APPENDIX F-1

SOCIAL STUDIES COURSE OF STUDY*

What Is A Course of Study

The course of study is both the official statement of what shall be taught in a district and a form of communication. As the official statement of what shall be taught, it represents an educational commitment on the part of school personnel involved in its development and implementation and the board of education which approves it. As a form of communication, it tells school personnel clearly and concisely what is to be taught in a given subject or area of study for a particular grade or combination of grades. It also conveys to all interested persons an accurate description of what is currently being taught.

The course of study is primarily a working document that gives both structure and direction to the educational program. The philosophy of the subject area, as stated in the course of study, should be consistent with the stated philosophy of the school and school district. Goals and objectives should be those which permit accurate assessment of the extent to which objectives are met.

Although educators often use the terms interchangeably, a graded course of study is not a curriculum guide. The course of study and the curriculum guide have separate functions.

Course of Study

1) Prescribes what is to be taught in a given subject or area of study.

2) Is general in nature. Broadly defines the educational program in terms of philosophy, goals, and objectives.

3) Can be changed only by action of the board of education.

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*Course of Study Development: A Process Model. State of Ohio, Department of Education, Columbus, Ohio, 1980. All Rights reserved.

SOCIAL STUDIES CURRICULUM GUIDES SHOULD INCLUDE:

1) GRADE/COURSE TITLE
2) TABLE OF CONTENTS
3) INTRODUCTION/HOW TO USE
4) DISTRICT SOCIAL STUDIES PROGRAM PHILOSOPHY
5) DISTRICT SOCIAL STUDIES SCOPE AND SEQUENCE
6) GRADE/COURSE SCOPE STATEMENT
7) LISTING OF SOCIAL STUDIES ATTITUDE, KNOWLEDGE AND SKILL STRANDS, OBJECTIVES, AND GRADE LEVEL/COURSE RESPONSIBILITIES (E.G., READINESS, INTRODUCTION, MASTERY AND APPLICATION/MAINTENANCE)
8) OVERVIEW GRID (LISTING) SHOWING RELATIONSHIPS BETWEEN UNITS AND STRANDS
9) UNITS OF STUDY

   EACH UNIT INCLUDES:

      TITLE OF UNIT
      STRANDS
      OBJECTIVES
      LEARNING EXPERIENCE
      RESOURCES

A CURRICULUM GUIDE*

1) SUGGESTS HOW A GIVEN SUBJECT OR AREA OF STUDY MAY BE TAUGHT.
2) IS SPECIFIC IN NATURE, CONTAINS SUGGESTIONS AS TO INSTRUCTIONAL AIDS, MATERIALS, LEARNING EXPERIENCES, TEACHING METHODS AND STUDENT ASSESSMENT.
3) IS REVISED, ALTERED OR AMENDED AS NECESSARY AT THE DISCRETION OF SCHOOL PERSONNEL.

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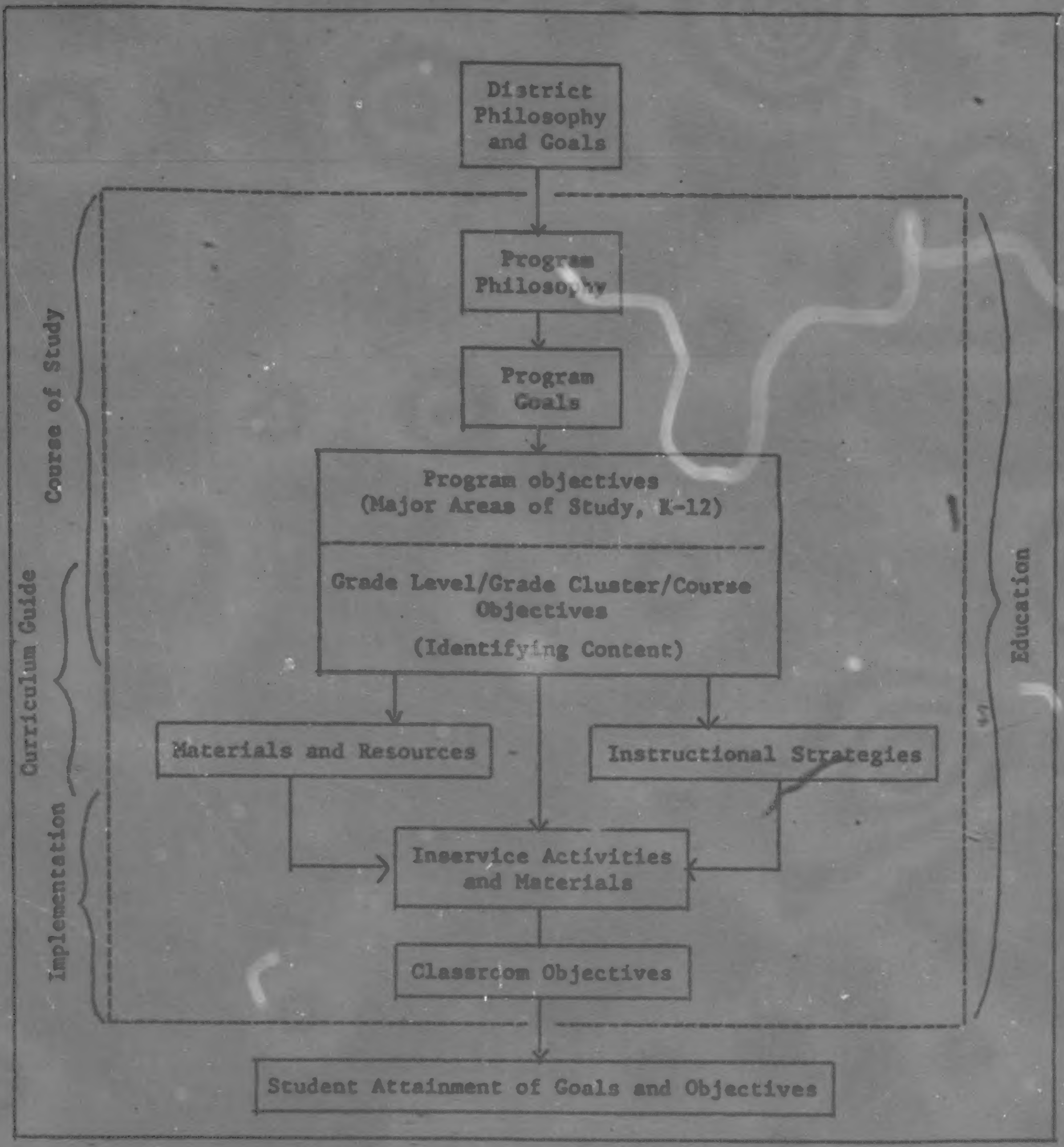
APPENDIX F-3


District Philosophy and Goals
Program Philosophy
Program Goals
Program objectives (Major Areas of Study, K-12)
Grade Level/Grade Cluster/Course Objectives
(Identifying Content)
Materials and Resources
Instructional Strategies
Inservice Activities and Materials
Classroom Objectives
Student Attainment of Goals and Objectives
Course of Study
Curriculum Guide
Implementation
Education

Model for Curriculum Development *

Summary

Course of study requirements are not new in schools. For years schools district personnel have engaged in curriculum review and course of study development in order to provide quality educational programs for students. Four reasons make the course of study essential to a school district's educational program. First, the course of study is mandated by law. Second, the course of study ensures commonality and continuity in the educational program available to students within school districts. Third, the course of study gives parents and students an accurate description of the content that will be covered during a school year. And fourth, the course of study identifies the skills and concepts teachers are responsible for teaching.

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APPENDIX C

A SUGGESTED POLICY ON CONTROVERSIAL ISSUES*

Parents, administrators, and teachers should be aware of the fact that it may be treasonable to advocate some things but may be DISASTROUS to our nation if we fail to teach about them and thus alert our youth to their dangers.

Social studies by its very nature contains many areas involving differences of opinion. The voicing and resolution of such differences are essential functions of our democratic society. Avoidance of such areas and issues would weaken the preparation our youth receive for their participation as competent citizens.

All students should have the right, under competent guidance and instruction and in an atmosphere free from bias or prejudice, to study any question, issue, or problem which is relevant in their lives, is vital to the continuation of our society, and is appropriate to their maturity levels.

Administrators, teachers, parents, and students should realize that it is the right of all persons to express an opinion on issues but should insist that such opinions be identified as such and subject to challenge. It should be recognized that in their vital role, teachers need not be neutral, but must be fair. Teachers should be aware of their role as guides, not indoctrinators, and should help their students gain clear perspectives of controversial issues through the processes of sound thinking applied to the researching and processing of valid information which leads to wide decisions relative to such issues.

Only by the guaranteeing of each individual's freedom to make personal decisions can we protect the rights of pupils, teachers, and the patrons of our schools. The failure to guarantee such freedom will undermine the competence of our citizenry in carrying out the essential task of decision making in our society. Such failures provide rich seedbeds for the insidious doctrines of totalitarian movements. Our democracy can only be made strong as we are made aware of our strengths and our weaknesses.

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APPENDIX H

EDUCATION ABOUT COOPERATIVES

In Michigan in 1981, the Governor-appointed Task Force on Cooperatives recommended that the State Department of Education prepare teachers to teach about cooperatives. Following field-testing in Spring, 1983, The Curriculum Guide on Cooperatives: Three Modules for Middle School will be available in Fall, 1983 for statewide and national use. The materials will be adapated for elementary, high school and adult education use in 1983-84. For information contact the Michigan Alliance of Cooperatives, P.O. Box 8032, Ann Arbor, Michigan 48107.

The study of cooperatives provides teachers and students with a unique opportunity to study economic and social life of the U.S. and other societies. Students will consider different patterns of human social interactions and principles of social and economic organization. At the same time, students will learn about different forms of business structures operating in their own community as well as obtain direct experience by participating in producer and consumer cooperatives. In addition to educating students about democratic organizational structures that operate both in the economic and social realms, the study of cooperatives also provides the opportunity to develop crucial life skills of collective action and active involvement and participation in democratic, self-help organizations. Students will become familiar with these concepts both through their study of the history, principles, values, and status of cooperatives and through their own experiences as participants in cooperatives.

The curriculum materials on cooperatives are designed to foster learning of the following key concepts:

1. Cooperative and competitive behaviors and values of humans, and social and economic systems;
2. The four types of business in the U.S. and European economies;
3. The production and consumption roles all citizens play and options available for exercising these roles.

The materials also provide opportunities for teaching the concepts and objectives of the following subject matter:

Social Studies*
Language Arts
Mathematics
Science
Business
Industrial Arts
Home Economics
Creative Arts
Physical Education

*Including all topics recommended for grades 1-12, with 1983 materials specific for 6-9th grade topics: World Cultures, Global Geography; U.S. History, Practical Law; Consumer and Economic Education.

In addition to using conventional classroom methods for academic training, the curriculum materials on cooperatives are designed to help students "learn by doing." Students gain from actual work experience which is structured to strengthen decision-making, problem-solving, planning-evaluating, critical thinking and writing skills. The modules especially focus on leadership development and citizenship training to enhance students' effectiveness both as consumers and productive members of society.

It is recommended that the following curriculum resource materials should be considered when teachers are studying objectives at the 7-9 grade level.

The Curriculum Guide on Cooperatives: Three Modules for Middle School. Published in 1983 by the Michigan Alliance of Cooperatives, P.O. Box 8032, Ann Arbor, Michigan 48107

Attitudes:
- Strand 1: a.
- Strand 2: --
- Strand 3: d, e.
- Strand 4: a, b, c.
- Strand 5: e, f, g, h.

Knowledge:
- Strand 1: d, f, g.
- Strand 2: a, b, e, h, i, j, n, o.
- Strand 3: a, b, c, d, e, f.
- Strand 4: d.
- Strand 5: a, b, f, g, j.
- Strand 6: a, b, c, d, e, g, h, i, j, k, n, o.
- Strand 7: a, b, g, h, i.
- Strand 8: --
- Strand 9: --
- Strand 10: a, b, c, f.
- Strand 11: c, d, e, j, k.

Skills:
- Strand 1: c, d, e, f.
- Strand 2: a, b, c, d, e, f, g, h, i.
- Strand 3: a, b, c, d, e, f, g, h, i, j.

Cooperative Outlooks - Social Studies. Co-operative College of Canada, 141 105th Street, West, Saskatoon, Saskatchewan, S7N 1N3

Attitudes:
- Strand 1: --
- Strand 2: --
- Strand 3: d, e.
- Strand 4: --
- Strand 5: --

Knowledge:
   Strand 1: --
   Strand 2: a, b, e, h, i, j, n, o.
   Strand 3: a, b, c, d, e, f.
   Strand 4: a, c, d, h, i.
   Strand 5: a, b, f, g, j.
   Strand 6: a, b, c, d, e, g, h, i, j, k, n.
   Strand 7: --
   Strand 8: --
   Strand 9: v.
   Strand 10: a, c, d, f.
   Strand 11: k.

Skills:
   Strand 1: --
   Strand 2: --
   Strand 3: --

Teacher's Guide to the Economy and Business Organization with Student Materials. The Cooperative League of the U.S.A., 1828 L Street, N.W., Suite 1100, Washington, D.C. 20036

Knowledge:
   Strand 6: a, b, c, d, e, g, h, i, j, k.
   Strand 10: c, f.

A Classroom Money Management Kit. National Credit Union Youth Program, P.O. Box 391, Madison, Wisconsin 53701

Knowledge:
   Strand 7: a, b, f, h.

APPENDIX I

EDUCATION CODES AND STATE BOARD OF EDUCATION RECOMMENDATIONS

380.1166 CONSTITUTIONS AND GOVERNMENTS; MANDATORY COURSES: COMMENCEMENT OF INSTRUCTION; EXCEPTION (M.S.A. 15.41166)

Sec. 1166. (1) In all public and nonpublic schools in this state regular courses of instruction shall be given in the constitution of the United States, in the constitution of Michigan, and in the history and present form of government in the United States, Michigan, and its political subdivisions. Instruction shall begin not later than the opening of the eighth grade, or its equivalent, except in schools maintaining a junior high school, in which case it may begin in the ninth grade.

(2) A high school in this state which offers 12 grades shall require a 1-semester course of study of 5 periods per week in civics which shall include the form and functions of the federal, state, and local governments and shall stress the rights and responsibilities of citizens. A diploma shall not be issued by a high school to a pupil who has not successfully completed this course. This requirement shall not be applicable as a graduation requirement for a high school pupil who has enlisted or been inducted into military service.

380.1168 CONSUMER ECONOMICS; CURRICULUM GUIDE (M.S.A. 15.41168)

Sec. 1168. The state board shall develop and make available to school districts a recommended curriculum guide including recommended materials for use in schools for teaching consumer economics as a separate course or as parts of other courses.

380.1173 SOCIAL STUDIES; SELECTION AND SURVEY OF INSTRUCTIONAL MATERIALS (M.S.A. 15.41173)

Sec. 1173. (1) The appropriate authorities of a public school of the state shall give special attention and consideration to the degree to which instructional materials that reflect our society, either past or present, including social studies textbooks, reflect the pluralistic, multiracial, and multiethnic nature of our society, past and present. The authorities, consistent with acceptable academic standards and with due consideration for the required ingredients of acceptable instructional materials, shall select instructional materials which accurately and positively portray the varied roles of men and women in our pluralistic society.

(2) The state board shall make a biennial random survey of instructional materials in use in this to determine the progress made in the attainment of these objectives.

380.1174 CULTURE OF ETHNIC, RELIGIOUS, AND RACIAL MINORITIES: CONTRIBUTIONS OF WOMEN; GUIDELINES (M.S.A. 15.41174)

Sec. 1174. (1) The state board may develop guidelines for expanding the existing school curriculum to include materials on the cultures of ethnic, religious, and racial minority peoples, and the contributions of women, as defined by the state board.

(2) Guidelines promulgated pursuant to subsection (1) shall be available for grades K to 12 in every public or nonpublic schools. The guidelines shall include:

(a) History and heritage of ethnic, religious, and racial minorities and of women and their contributions.

(b) Living conditions, beliefs, and customs of ethnic, religious and racial minorities and of women and their contributions.

(c) Problems and prejudices encountered by ethnic, religious, racial minorities and by women.

(d) Word meanings and usage as employed by ethnic, religious, racial minorities and by women.

(e) Culturally related attitudes and behavior of ethnic, religious, racial minorities and women.

State Board Recommendations

Several documents approved by the State Board of Education address matters and contain recommendations specifically related to social studies education in Michigan and are available upon request. Included are:

1) The Common Goals of Michigan Education (1979)

2) The Michigan Essential Skills (1979)

3) Determining Common Goals for Local Schools

4) Position Statement on Multicultural Education (1979)

5) Guidelines for Providing Integrated Education in School Districts (1977) *

6) Guidelines for Global Education (1977)

7) Consumer Economics Education Guidelines (1979)

8) Environmental Education Guidelines (1973)

9) Michigan Life Role Competencies (1978)

10) Bias Review Procedure: A Procedure for Detecting and Documenting Sex, Race and Other Biases in Educational Materials

*Copies available in State Library, State Department of Education and Regional Educational Media Centers for review purposes only

APPENDIX J

GLOSSARY

ARTICULATED PROGRAM:	One in which each course is derived from and builds on those preceding it.
BEHAVIORAL OBJECTIVES:	Behavioral objectives are those which are written in terms of expected overt student behavior which is measurable. Many of the objectives included in the *Essential Performance Objectives for Social Studies* are less specific in nature than strictly defined behavioral objectives.
CONCEPTS:	Concepts are ideas that involve broad meaning, are definitional in nature and represent those characteristics that are common to a class or group of things. These ideas may range from the simple (river) to the complex and abstract (justice). Examples: *Culture* is a people's way of life: shared ideas, meanings, values, and patterns of behavior, which are integrated, coherent, and, in some degree, changing. *Money* is a medium of exchange, a standard measure of value, and a store of value. *Environment* is the combination of external social and especially physical conditions which influence people and other living things, both individually and as communities. *Freedom* is the opportunity and ability to pursue worthwhile goals. *Demand* is the quantity of a good or service that people are willing to buy at a given price. *Capital* represents produced goods that can be used as factor inputs for further production. A *social role* is a pattern of behavior directed in the form of expectations from one person to another and accepted as a guide to the behavior of individuals as part of their group(s).

COURSE OF STUDY:	A course of study prescribes what is to be taught in a given subject or area of study; is general in nature; broadly defines the educational program in terms of philosophy, goals and objectives; and, can be changed only by action of a board of education (See Appendix F-1).
CURRICULUM GUIDE:	A curriculum guide suggests how a given subject or area of study may be taught; is specific in nature; contains suggestions as to instructional aids, materials, learning activities (experiences) and teaching methods (usually organized into a specific number (6-7) of instructional units); and, is revised, altered or amended as necessary at the discretion of school personnel. Curriculum guides should be revised and/or updated on a regularly scheduled basis (usually every five years).
DISCOVERY METHOD:	Instruction in which students find information or answers on their own in contrast to the expository or lecture method in which this is imparted to students by teachers.
FACTS:	Facts represent things that actually exist or that have happened in the past, the state of things as they are in reality. Acceptable evidence exists to support the "truth" of the data. Examples: 1. Only 20 percent of the American people lived in cities at the start of the Civil War. 2. Franklin D. Roosevelt was president of the United States during 1933 through 1945. 3. John Brown was an abolitionist leader who had fought in many battles in Kansas.

GENERALIZATIONS:

Generalizations are statements that express relationships among concepts and which are capable of proof or verification. They can also be defined as statements of broad applicability. Generalizations may be stated as principles, laws, rules, and conclusions. Sometimes generalizations are referred to as "major ideas." Examples:

1. Specialization has led to interdependence among individuals, communities and nations.
2. Societies require a system of social control in order to survive.
3. People who feel a sense of efficacy are generally active politically.

INQUIRY-BASED INSTRUCTION:

Inquiry-based instruction is that which is characterized by students being actively involved in the learning situations and the process includes:

a. Identifying a purpose for learning
b. Making hypothetical assertions
c. Appraising the hypothetical assertions
d. Searching for supporting or negating evidence
e. Testing the hypothetical assertions
f. Accepting, rejecting, or modifying the hypothetical assertions (value analysis)

INSTRUCTIONAL OBJECTIVES:

Instructional objectives specify the kinds of behaviors desired of students and the content they will be expected to learn. Objectives may be classified as knowledge objectives, skill objectives, and attitude objectives. Some objectives are more significant than others. Examples:

To give examples of things which people value. (knowlege objective)
To participate in the making of rules for classroom and school. (attitude objective)
To identify some of the constitutional rights and liberties guaranteed in the U.S. Constitution. (knowledge objective)
To obtain information from a variety of sources. (skill objective)

LEARNING ACTIVITIES:	Learning activities are those experiences designed to help students acquire appropriate knowledge, attitude and skills. Examples: Discussing a social issue. Watching a film. Conducting research on a topic. Drawing conclusions from data obtained about a particular problem.
METHODOLOGY:	Teaching methodology refers to the principles, practices, procedures and materials applied to the act of teaching and learning.
QUESTIONING:	Questioning is an expression of inquiry that invites, calls for, or demands a response. The effectiveness of learning activities are dependent upon appropriate types of questions. Teachers generally overuse questions which ask students to recall information or to describe data. Divergent types of questions should be used as much as possible by teachers. This type of question is one where many answers are possible and acceptable. There is no one right answer. It can lead to divergent types of thinking. Convergent types of questions by teachers are those which elicit a simple yes/no or short answer from students. There is a specific "right" answer desired by the teacher.
SCOPE AND SEQUENCE:	The scope of a social studies program denotes the content -- major topics, ideas, and/or themes -- emphasized at each grade level; whereas, the sequence refers specifically to the major content emphasized at each grade level. The scope and sequence are developed only after the philosophy and rationale and goals of the program have been formulated.
STRANDS:	As used in the Essential Performance Objectives for Social Studies document, the term strand refers to a student learning goal which is general in nature and describes what students are expected to learn at each grade level, i.e., under the knowledge category at each level, strand #1. Understand the rights and responsibilities of democratic citizenship.

TEACHING STRATEGIES:	Teaching strategies represent specific and other sequentially ordered procedures which teachers can use in the classroom to bring about desirable learning results.
TEACHING TECHNIQUES:	Teaching techniques refer to the systematic procedures used by teachers whereby various classroom tasks such as satisfying particular objectives, explaining information, conceptualization, etc., are accomplished.

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